## REVIEW OF LITERATURE

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CHAPTER - III
REVIEW OF LITERATURE

3.1 INTRODUCTION

This chapter presents the review of related literature on the problem “Effectiveness of selected strategies in enhancing Life Skills Reflected in Thirukkural among B.Ed Trainees”.

According to John Best W. (1977) “A brief summary of previous research and the writings of recognized expert provides evidence and research is familiar with what is already known and with what is still unknown and untested. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation”.

Study of the related literature includes locating, reading and evaluating reports of research as well as reports of casual observations and opinion that are related to the individual planned research project. The review of related literature according to Monly(1963), “Promotes a greater understanding of the problem and its crucial aspects ensure the avoidance of unnecessary duplication”.

A study of related literature allows the researcher to acquaint herself with current knowledge in the area where she proposes to do research. It cautions the researcher not to select unworthy and unfruitful problems. It helps the researcher to avoid unintentional duplication of well established theories. Walter R.Borg says, “The literature in any field forms the foundation upon which all future work will be built”.

In the words of Carter V. Good, “The keys to the vast store house of published literature may open doors to the source of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problems, background for solution of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking” The literature review also helps the investigator to study the different aspects of the problem. It enables the investigator to identify the research gaps if any in order to create new ground in research. So a review of previous studies in relevant area of the present study was attempted and presented in this chapter.

3.2 INDIAN STUDIES

STUDIES ON ACADEMIC ACHIEVEMENT

Ramana (1997) conducted a study on the effect of classroom learning environment on the academic achievement of the pupils. The objectives of the study were (i) to study the components of learning environment, (ii) to study the perceptions of teacher and students on learning environment, (iii) to study the effect of learning environment on the academic achievement of the pupils and (iv) to study the components of learning environment for higher achievement. Relevant data were collected from teachers of 49 schools and from students of 39 schools in West Godavery District. The tools used were Learning Environment Questionnaire (one for teachers and one for students) and achievement test marks. The collected data were analysed by mean, SD, percentage and coefficient of correlation. The findings revealed that out of 15 dimensions of classroom learning environment, only five dimensions contribute better learning. The relationship between student’s opinion
Khalid (1998) conducted a study on parenting practices: Effect on social skills and academic achievement of primary school children of urban low and high socio-economic status and rural areas. The objectives of the study were (i) to compare the parenting practices of the social and academic achievement of urban low and high SES groups and rural primary school children, (ii) to study the gender differences in parenting practices and social skills among the different groups (SES and locality), (iii) to know the influence of interfamilial context (SES and locality), and familial factors and characteristics of parents and child on the parenting practices, social skills and academic achievement, (iv) to study the influence of parenting practices on the social skills and academic achievement of primary school children, and (v) to study the influence of social skills on the peer status and academic achievement. The study was descriptive type. The sample comprised of 260 children, the parents of the selected children and 24 class teachers of the children of grades 1 to 4 from six schools. The findings of the study were (i) the three groups of children differed in the parenting received, self-control (positive social skills) and externalizing and internalizing behaviour problems (negative social skills) and in academic achievement (both academic competence and academic marks). (ii) The parenting practices influenced the social skills and academic achievement. (iii) The extra familial and familial factors affected the parenting practices significantly but not affect social skills. Thus, indicating that parenting practices mediate the influence of extra familial and familial factors and social skills.
**Yagnik and Kacker Arpita (2001)** conducted a study on role of medium of instruction in Achievement skill. The study aims to examine the role of medium of instruction in achievement skills of the children. The sample consisted of 60 English and Hindi medium students from classes I, II and III selected randomly. The Hindi adaptation of metropolitan test by George et.al. (1978) was used for the data collection. Statistical analysis ‘t’ test was used to analyse the collected data. It was found that students of both the medium of all the classes were not found significantly different in all the three scales of achievement test. Medium of instruction does not play significant role in achievement skill of the children.

**Aruna and Amanulla (2007)** conducted a study on academic achievement and social phobia of secondary school pupils. The objectives of the study were (i) to find out whether there was any significant difference in the academic achievement in social studies of the sample classified on the basis of gender, locality and type of management of school, and (ii) to find out the correlation between social phobia and academic achievement in social studies for the total sample and sub samples. The result showed social phobia is a marked or persistent of one or more social or performance situation which others expose the sufferer to people or possible scrutiny. The study also showed the negative correlation between academic achievement in social studies and social phobia Mohanty & Parida (2007) conducted a study on scientific creativity and problem solving abilities of creative and non-creative students and findings were that sex had no significant impact on the development of problem solving ability of the high school students. The interaction result of sex and creativity on the problem solving ability was found in significant.
**Sasipriya (2009)** conducted a study on relationship between performance in soft skills and academic achievement among higher secondary students. The major objectives of the study were to find out the level of performance in soft skills of higher secondary students with regard to oral communication skill, written communication skill, collaboration skill, study skill, computer skill among the boys and girls group, hostel and day scholar students and soft skills of higher secondary school students and their academic achievement. The researcher has used survey method for obtaining the data. The sample consisted of 300 students studying in standard XI and XII were randomly selected from 11 higher secondary school in Thoothukudi. Stratified random sampling technique was used. The investigator has collected the half yearly examination marks of the sample respondents from the school record. After collecting the data it was tabulated and analyzed based on the objectives. The mean S.D, t-test, chi-square test, Pearson product moment correlation and ANOVA were used for analyzing the data. There was significant relationship between academic achievement of the students and their soft skills.

**Sobha (2011)** conducted a study on study skills and academic achievement of intellectually superior students at higher secondary level. The objectives of the study were (i) to find out the study skills of intellectually superior students, (ii) to study the relation between study skills and academic achievement of intellectually superior students, and (iii) to compare the achievement scores of intellectually superior students with good study skills and poor study skills. Survey method was adopted in the study. Intellectually superior students were identified from a sample of 200 students by administering Revens Progressive Matrices. A sample of 60 students with IQ 130 and above was selected. The results showed the developing study skills in students crucial these days as curriculum become more interest and
exams more competitive. By teaching study skills teachers can curb the pressure that students feel during examinations.

**Johnson, Scott, R.(2002)** conducted a study on “The Effects on Extracurricular Participation of Academic Achievement, Self concept, and Locus of Control among High School Students”. Objective: To examine the effects on extracurricular participation (i.e., athletic participation) of academic achievement, self concept, and locus of control among high school students. Methodology: Participants included six thousand six hundred ninety eight high school students. A binomial logistic regression model estimated the effects of: gender, socio-economic status (SES), locus of control, self concept, school location, school’s region, tenth grade participation level, reading and mathematics composite score (readmath) and ethnicity on twelfth grade extracurricular participation. Findings: Results indicated all of the explanatory variables, except locus of control, were significantly related to an individual’s extracurricular participation level during the twelfth grade.

**Denson, Elletta, L.(2003)** conducted a study on “The Relationship between Stress, Coping Resources, and Academic Achievement in African American Urban Youth”. Objective: To examine if students perceptions of their stress, coping resources, their developmental stage, and their gender could predict reading and math achievement. Methodology: A two-way MANOVA and regression analysis were used. Findings: Results showed that seven percent of reading achievement was predicted by the academic confidence coping resource and thirty two percent of math achievement was predicted by academic confidence coping resource scale and development stage. Both were significant at the .01 level sixth graders scored higher in math achievement than fourth graders. Academic confidence was a significant predictor for both reading and math achievement indicating a relationship between
coping resource academic confidence and reading and math achievement. Finally it was reported that those who scored low on academic confidence, were also found to score low on family support and social confidence. It appeared that students who scored low on academic confidence received very little emotional support from peers, parents and other adults.

*Saliha Khatoon (2010)* conducted a study on effect of emotional intelligence on academic achievement of student-teachers. The main objectives of the study were (i) to find the relationship between emotional intelligence on academic achievement of student-teachers and (ii) to find the difference in the academic achievement of male and female student-teachers. In the study experimental and descriptive survey method was employed. The sample was selected by random sampling technique. The major findings were (i) there was a positive relationship between emotional intelligence and academic achievement of student-teachers and (ii) male and female student-teachers do not differ in their academic achievement.

*Helena Smrtnik-Vitulic and Maja Zupanic (2011)* conducted a study on life skills and academic achievement of adolescents. The study examined the predictive value of adolescent’s life skills by different groups of into (grade point average) while controlling for students sex and their mother education. The inventory employed as a measure of students life skills at the end of elementary schooling (mean age 14.7 years) attended secondary schools. The skills rating were obtained through self-maternal and peer reports at substantial portion of unique variance in the students GPA concurrently and over time. Rating by each of the validity over one another in predicting school grades of academic achievements.
Liu Xiaoyan (2011) conducted a study on young children’s social skills development and academic achievement: longitudinal analysis of developmental trajectories and environmental influences. This study examined several issues relating to two particular social skills: work related skills (WRS) and interpersonal skills (INS). The central research questions included the overall developmental trajectories of two particular social skills from kindergarten through 5th grade, how the social skills trajectories differ among different racial groups and SES groups, how the environmental factors influence social skills’ development and the effects of social skills are on achievement growth and narrowing achievement gaps over six years and the specific effects in four time periods.

A series of three-level piecewise HLM linear growth models were created. The result provided a snapshot of how two particular social skills develop intra-individually and inter-individually across different racial and SES groups based on Bronfenbrenner’s ecological framework. Although most students exhibited WRS and INS in class often at the beginning of kindergarten, on average, about half of them scored lower than the average score. The variability signified that most students were being rated as having good WRS and INS, but some other students still had lower scores and needed direction and assistance to acquire the skills through assessment or training. The growth of WRS and INS were relatively flat over time. After controlling SES, minorities had lower average WRS and INS scores at the beginning of kindergarten. No significant racial gap of social skills growth rate during the kindergarten period was found, but Asian-Pacific Islanders had significantly higher growth rate after kindergarten through 5th grade. There were significant gaps by SES in initial WRS, Initial INS and WRS growth rate during kindergarten. Children’s WRS and INS scores were varied with respect to the
unique contributions of parental involvement at home, parental involvement at school, parent(s)-child interaction and class behaviour.

Through use of three-level and two-level HLM techniques, the model comparison indicated that the overall WRS and INS effects on achievement growth were small on average. Although WRS and INS did not consistently further reduce the racial and SES achievement gaps, they played important roles in promoting achievement growth in different time periods. Compared to INS, WRS has a consistently positive effect on later achievement growth. Child and family characteristics better accounted for the difference in WRS and INS initial scores than schools. The findings have implications about nurturing children’s social skills acquisition at an early age and enhancing their early social skills in school. Particularly, WRS was recommended as an important indicator for academic success and for a potential intervention programme.

3.3 STUDIES IN LIFE SKILLS

Pillay and Rajam (1995) conducted a study on effect of individualized training programme on communication skills and certain associated variables in the mentally retarded. The objectives of the study were (i) to measure the level of communication skills in the mentally retarded and to compare the levels of communication skills between relevant sub-samples, and (ii) to measure the level of motor and socio-emotional skills in the mentally retarded and to compare the levels of motor and socio-emotional skills between relevant sub-samples. Survey and experimental methods were adopted to obtain data for the study. Information on level of retardation and personal details required for classification of experimental and control groups were obtained from 180 mentally retarded children through screening records and administration of personal data sheets. Check-list-cum-rating
scales were prepared to measure the pre and post-experiment performances in oral, reading, writing skills, motor and socio-emotional skills. Relevant groups were compared by the application of appropriate statistical procedures to determine the effect of the individualized training programme. The findings were (i) the educable mentally retarded group had significantly higher scores than the trainable mentally retarded children for oral, reading and writing skills and motor and socio-emotional skills, (ii) the experimental groups had significantly higher scores than the control groups in post tests and measurement, within the subgroups - educable mentally retarded, early intervention and late intervention groups in oral, reading, writing skills, motor and socio-emotional skills, and (iii) the effect of individualized training programme in early intervention group was higher than the late intervention groups in oral, reading, writing skills, motor and socio-emotional skills.

Chandrakanthi (2003) conducted a study on socio-pedagogical factors affecting language skills among engineering college students. The objectives of the study were (i) to find the relationship among language skills, language aptitude and verbal intelligence of the selected engineering college students, (ii) to find the influence of socio-economic factors of family, influence of college environment and influence of personality traits in language skills of engineering colleges students, (iii) to study the influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles and learners’ effectiveness on language skills of the students. Descriptive survey method and quantitative approach was employed for the study. A sample of 135 engineering college students from Coimbatore district was taken, using of probability sampling method for the study. The findings were (i) socio-economic status, family environment and personality traits were identified as significant factors affecting the language skills among the selected
engineering students. (ii) The influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles and learners’ effectiveness significantly influenced the language skills of the students.

*Jeyanthi (2004)* conducted a study on psycho-social factors affecting receptive learning skill among teacher trainees. The objectives of the study were (i) to study the influence of psycho-social factors on receptive learning skill of teacher trainees, (ii) to develop and standardize the computer assisted receptive skill assessment package for assessing receptive learning skill of teacher trainees, (iii) to identify, adopt and standardize tools for assessing the psycho-social factors affecting the receptive learning skill of teacher trainees, (iv) to study and assess the receptive learning skill (learning and reading) of teacher trainees, (v) to study the influence of social characteristics on receptive learning skill of teacher trainees, (vi) to study the influence of cognitive and non-cognitive abilities on receptive learning skill of teacher trainees. The investigator has selected the descriptive sample survey design for the study. The findings of the study were (i) there was no significant association between sex and receptive learning skill, (ii) there was no significant association between age and receptive learning skill, (iii) the reading ability in English influences the receptive learning performance skill among the selected teacher trainees, (iv) socio-economic status has not exercise influence on the receptive learning skill among the selected teacher trainees. (v) Of the five dimensions of institutional environment, three dimensions do not facilitate learning and two dimensions influence the learning process positively. The institutional environment as perceived by the teacher trainees generally influences the receptive learning skills of the selected teacher trainees. (vi) Scholastic achievement of teacher trainees in Tamil and English does not facilitate their receptive learning skill. (vii) Study habits
on the whole facilitate the improvement in the receptive learning skill of the selected
group of teacher trainees to some extent. (viii) Of the six dimensions of learning
style, none of the learning style facilitates the improvement in receptive learning
skill among the selected group of teacher trainees.

Maturity of Higher Secondary Students with B.Sc. Ed. and B. Ed. Students of RIE,
Ajmer”. Objective: (i) To know the emotional maturity of different course students
of the RIE campus, Ajmer. (ii) To compare the emotional maturity relation to
indifferent areas of emotional maturity, (iii) To compare the emotional maturity with
the relevant background variables. (iv) To know the level of concept attainment of
the RIE students, Ajmer, and to compare the concept attainment with the relevant
background variables. Methodology: The observational technique of study was used
in this project. The data was collected from142 students of the RIE, Ajmer, of
different classes like higher secondary, B.Sc. Ed. IIIrd Yr. and B. Ed. students.
Findings: (i) The age and educational qualifications of the students have great
influence on their emotional instability. (ii) The finding of emotional regression has
also great influence on age and educational qualifications of the students. (iii) The
factors of social maladjustment, personality disintegration and lack of independence
have no influence on the background variables considered for the present study. (iv)
The major finding in concept attainment among male and female students was found
to be similar.

Romooold, E.J. (2006) conducted a study on “Enhancing Emotional
Intelligence of Student Teachers”. Objective: To assess the effectiveness of the
following competencies of emotional intelligence (E.Q) of students teachers: (a)
emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal
connections. Methodology: The pre-test and post-test control group design employed for this study. In this design the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. A sample of 40 student teachers, from a B. Ed. College of Jharkhand State was selected at random. The data collected and were analysed with the help of suitable statistical techniques mean, standard deviation and Analysis of Covariance (ANCOVA). Findings: A significant difference found between the mean scores for Emotional Self-awareness, Emotional Expression, Emotional Awareness of others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and quality of life. As a whole, it can be concluded that the field of education, particularly the teacher training programme is a beneficiary one.

Pandey, K. (2006) conducted a study on “Deprivation among Emotionally Intelligent Girls”. Objective: To find out adolescent girls with high, moderate and low emotional intelligence differ on various types of deprivation. Methodology: The random sample of 100 IX Class adolescent girls studying in four Hindi medium secondary schools of Varanasi city. The tool measures deprivation by Deprivation Scale by Pal, Misra and Pandey. The statistical analysis of data was done by mean, S.D. and ‘t’ test. Findings: The girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meagre educational opportunity, unavailability of reasonable share of pleasant
emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.

**Chopra, R. and Kalita, R. (2006)** conducted a study on “Adjustment Problems of Elementary School Children of Single Parent and Intact Parent Families”. Objective: To find out the emotional, social and educational adjustment of elementary school children of single parent and intact parent families and family structure affects the development of children. Method: The random sample of 100 students studying in Classes VI, VII and VIII were taken from six elementary schools of Kurukshetra District where as subjects were selected by the techniques of purposive sampling. Out of 100 students, 50 were taken from single parent families and 50 were taken from intact parent families. The data analysed by mean, Standard Deviation (SD) and ‘t’ test. Findings: The emotional, social, and educational adjustments of elementary school children of single parents have severed problems rather than intact families and affect their development.

**Patil, B. and Kumar, A. (2006)** conducted a study on “Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement”. Objectives : (1) To find out the difference in the emotional intelligence of male and female teachers; (2) To find the difference between student teachers of arts and science faculty; (3) To find the relationship between emotional intelligence and academic achievement of students teachers. Method: A sample of 302 students teachers studying in four colleges of education in Kolnapur district, using simple random sampling. Descriptive survey method was employed. Data were tabulated and analysed using appropriate statistical techniques such as t-ratio and product moment coefficient of correlation. Findings: (1) There is no significant difference between emotional intelligence of male and female students teachers. (2) There is no
significant difference in the emotional intelligence of student teachers of arts and science faculty. (3) There is no significant relationship between the emotional intelligence and academic achievement of student teachers.

Tyagi, S. K. and Jain, A. (2007) conducted a study on “Accuracy of Self assessment of Student-Teachers in relation to Peer Feedback Information”. Objectives: (i) To compare the accuracy of self assessment of student teachers before peer discussion and after. (ii) To study the relationship between the obtained scores and the estimated scores of self assessment of student teachers before and after peer discussion separately. The sample was consisted of 76 student-teachers studying in School of Education, Devi Ahilyabai Vishwa Vidyalaya, Indore during 2006-07 academic session. Findings: (i) Student-teachers assessed themselves more accurately after peer discussion than before discussion. So the peer discussion helped student-teachers in making accurate self assessment. (ii) Estimated scores of self assessment and obtained scores of student-teachers were found to be positively and significantly correlated and the magnitude of this correlation increased by peer feedback information.

Mohanty & Parida (2007) examined a study on scientific creativity and problem solving abilities of creative and non-creative students and findings were that sex had no significant impact on the development of problem solving ability of the high school students. The interaction result of sex and creativity on the problem solving ability was found in significant.
Antony Raj and John Lawrence (2008) conducted a study on development of life skills in relation to academic achievement of the students in community colleges in Tirunelveli, Tuticorin and Kanyakumari districts of Tamilnadu. The objective of the study was to find out the development of life skills in relation to academic achievement of the students in community colleges. The findings were (i) CAI strategy had a positive influence on the achievement in Bio-technology, (ii) mixed students performed better than single sex groups in Bio-technology through CAL and (iii) the experimental group students were found to have a significant favourable change in their attitude towards science after learning Bio-technology through CAL.

Dubey, R. (2008) conducted “A Study of Relationship Between Emotional Intelligence and Achievement among Undergraduate Students”. Objectives: (i) To compare the emotional intelligence of arts and science stream students, (ii) To compare the achievements of arts stream students in view of high and low level of emotional intelligence. (iii) To compare the achievement of science stream students with high and low level of emotional intelligence. (iv) To study the relationship between emotional intelligence and achievement. Method: The present study was co-relational in nature. The sample was consisted of 162 undergraduate students of B.A.-III of Ewing Christian College of Allahabad. Qualitative analysis was done after the collection of the data. Findings: (i) The students of art and science stream do differ from one another on emotional intelligence or science, it hardly makes any difference in their emotional intelligence. (ii) Arts stream students with high and low level of emotional intelligence have equal achievement.(iii) There is no significant relationship between emotional intelligence and achievement among arts and
science stream students. (iv) There is no relationship between emotional intelligence and achievement in various subjects.

Pushing, et al. (2008) conducted a study on “Emotional Intelligence and Use of Coping Strategies”. The purpose of the present study was to understand how people with different degree of emotional intelligence vary in use of coping strategies. The relationship of emotional intelligence with coping strategies was examined in adults with the questionnaire technique of data collection. A sample of 599 adults (300 males and 299 females) between 20 to 50 years of age group from Mysore city participated in the study. Findings: The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of emotional intelligence used these strategies more than those with low levels of it. On the other hand, the subjects with lowest levels of emotional intelligence coped with their anxiety through distraction negative, religion denial or social support more than other strategies.

Behra (2009) conducted a study on problem solving skills in mathematics learning. His major findings were: there was no significant difference between the mean of performance of boys and girls within each ability group in any of the component skill.

Vasuki S.G. and Kanakaraj T. (2009) conducted “A Study on Mental Health and Emotional Intelligence of Prospective Teachers in Thoothukudi Area”. Objective: i) to find out the levels of mental health and emotional intelligence; ii) to find out the significant difference between mental health and emotional intelligence. Methodology: Sample consists of 320 prospective teachers studying in the colleges of education. Simple random sampling technique was used. The statistical
techniques percentage analysis, t test, ANOVA and Pearson’s product moment correlation analysis were used. Findings: i) 67.92% and 68.75% prospective teachers are having an average of mental health and emotional intelligence respectively. ii) There is no significant difference in the emotional intelligence of prospective teachers in terms of age, gender, marital status, type of family and nature of institution and there is significant difference among the emotional intelligence of prospective teachers in terms of educational qualification and discipline.

*Manohra & Ramganesh (2009)* conducted a study on creative problem solving ability of 11th class students and concluded that the performance of the students in creative problem solving is average and boys tend to excel girls in their creative problem solving ability. Private school students are superior to the government school students in the creative problem solving ability.

*Anitha (2009)* conducted a study on life skill education, perceptions and reactions. The objectives of the study were (i) to assess the level of awareness of the teachers about the life skills to inculcate in higher secondary school students, (ii) to identify the reasons for teachers not taking overt efforts to inculcate life skills even though specified in N.C.F, (iii) to identify the pragmatic measures for life skill inculcation as suggested by higher secondary school teachers and (iv) to suggest feasible measures conclusive for the inculcation of life skills in higher secondary school students. The study was a normative survey conducted among the higher secondary school teachers of some of the schools of Ernakulam district and Thrissur district. The sample selected for the study included 35 higher secondary school teachers of 5 schools of the southern most end of Ernakulam district and northern most end of Thrissur district. The findings showed (i) majority of the teachers were neither aware of the life skills to be developed in the students nor were they hopeful
of inculcating these skills in the students in the existing conditions, (ii) the reasons assigned by majority of the teachers for not trying to inculcate the life skills (in order of priority) are overburdened curriculum, time constraint, overcrowded classrooms, entrance oriented study habits of the students and inadequate pre-service and in-service training that given importance to life skills and (iii) to make all the teachers well aware of the life skills to be imparted to the higher secondary school students, proper in-service programmes should be organized.

Swaroop Rawal (2009) conducted a study on the role of drama in enhancing life skills in children with specific learning difficulties in a Mumbai school: My reflective account. This thesis is a reflective account of an action research project set in a drama classroom. It is a multi-voiced patchwork text which is created and built imaginatively to represent my students and my experience in the drama classroom. On one level it deals with the question ‘How can drama be used to enhance life skills in children with specific learning disabilities studying in a school in Mumbai?’ On the second level it is related to the question ‘How can I improve my practice?’ This research is concerned with a teacher’s capacity to recognise and realise the opportunity of an alternate reality in teaching. The reality of loving and caring for the students. The reality of an empathetic, compassionate, just and democratic classroom. The foundation of this study was laid when one saw the children in need suffer due to insensitive teaching practices and uncooperative peers and family. Life skills enhancement, in my understanding, was a way to alleviate the stress the children experienced seeing that life skill education promotes mental well-being in young people and behaviour al preparedness. It is a natural vehicle for explorative and experiential learning. The aim of my thesis is to describe and reflect the learning process and the context in which it occurs. Present the critical points
with close analysis of the choices pupils using drama as a learning medium. Additionally, this study investigates the influences of action research on my practice and the impact of engaging in the stages of action research which provided me with a methodical structure for implementing and analyzing the teaching and the learning process. This defined structure guided me through systematic and conscious data collection, data analysis, and reflection. The data is composed of classroom observations and transcripts, a collection of the students and my work and interviews with their schoolteachers and parents. The main objective of this research was to enable a gain in positive behavior alintentions and improved psychosocial competence in children. This was accomplished through augmentation of creativity, emotional understanding and development, improved self-esteem and a notion of the joy of autonomy to enable the students to deal effectively with the demands and challenges of everyday life.

Bharath, S. et al.(2010) conducted a study on empowering adolescents with life skills education in schools – school mental health program: does it work?. The main objective of the study was mental health promotion among adolescents in schools using life skills education (LSE). 605 adolescents from two secondary schools were taken as sample. The major findings of the study were the adolescents in the program had significantly better self-esteem (P=0.002), perceived adequate coping (P=0.000), better adjustment generally (P=0.000), specifically with teachers (P=0.000), in school (P=0.001), and prosocial behaviour (P=0.001). There was no difference between the two groups in psychopathology and adjustment at home and with peers (P=0.088 and 0.921). Randomly selected 100 life skill teacher educators also perceived positive changes in the students in the program in class room behavior and interaction.
Suzanne M. Peloquin and Carrie A. Ciro (2010) focused a study on population-centered life skills groups: perceptions of satisfaction and engagement. The study examined the satisfaction with and engagement in population-centered life skills groups of women in a residential facility for substance dependence. This study was a retrospective, cross-sectional analysis of 561 surveys designed to elicit Likert scale client ratings. Descriptive statistics were used to examine client satisfaction. Differences in client engagement by content focus and activity process were also examined by analyzing the median scores of eight life skills development questions using the Kruskal–Wallis test of medians. Collectively, 96.8% of those who completed the surveys were satisfied with the living skills groups; 73.3% strongly agreed, and 23.4% agreed. No significant differences (p > .05) were found in the median scores of the engagement responses by either content focus or activity process. Population-centered life skills groups conceptualized within a holistic Person–Environment–Occupation model appear to be satisfactory and engaging interventions for women in recovery.

Bala (2010) conducted a study on mathematical interest among high school students in relation to their gender and problem solving ability and findings were there was no significant interactional effect of problem solving ability and gender on mathematical interest among high school students.

Jarial (2010) conducted a study on self concept among the senior secondary school students in relation to problem solving ability and types of institutions and found that government school students with high problem solving ability have low self concept as compared to private school students.
Vijayakumari (2010) conducted a study on some correlations of academic achievement of secondary school students. The main objective of the study was to find out whether there was any significant relationship among academic anxiety, achievement motivation and sex on academic achievement. Stratified random sampling technique was used. The sample consists of 40 ninth standard students of Kerala. Academic achievement was measured from the respective school records. The major findings of the study were (i) academic achievement was negatively related to academic anxiety and positively related to achievement motivation and (ii) the interaction effect of academic anxiety and sex as well as achievement motivation and sex were significant on academic achievement.

Bindhu David and Shiny John (2011) conducted a study on life skills and attitude towards vocation among the vocational higher secondary school students. The objectives of the study were (i) to find out the life skills among the vocational higher secondary school students of standard XI of Idukki district, (ii) to find out the difference, if any between the mean scores of life skills among a) the students of boys and girls of standard XI of higher secondary school of Idukki district and b) the students of standard XI of rural and town areas of higher secondary schools of Idukki district, (iii) to find out the difference if any, between the mean scores of life skills of students of standard XI of Idukki district with respect to the type of school and (iv) to find out the relationship between life skills and attitude towards vocation among the students of standard XI of higher secondary schools of Idukki district. The study was carried out as a descriptive survey method. The sample consisted of 250 boys and girls of standard XI of higher secondary schools of Idukki district. The results indicated that, the life skills of boys and girls of higher secondary schools do not differ significantly. The mean of life skills scores of boys of higher
secondary schools is 83.99 and the mean of life skills scores of girls of higher secondary schools is 83.60. So the life skills scores of boys are higher than the life skill scores of girls of higher secondary schools.

Sornathai and Vasuki (2011) studied on effectiveness of life skills training on mental health of prospective teachers. The main objective of the study was to find out the level of life skills training on mental health of control group and experimental group prospective teachers, to find out the significant difference in the effectiveness of life skills training on mental health of control group and experimental group prospective teachers. Sixty prospective teachers were taken as sample and judgement sampling technique was used. Pretest and posttest were scored. The statistical techniques percentage analysis, t test, ANOVA, $\chi^2$ test and correlation analysis were used. The major findings of the study were 70% prospective teachers are having medium level of life skills training on mental health. There is significant difference in the effectiveness of life skills training on mental health of control group and experimental group of prospective teachers.

Pramod.D and Pereia Celine (2011) conducted a study on the level of life skills of student teachers of kerela. The paper deals with a gender–wise and locality–wise study on a sample of 465 student teachers (B.Ed.students) of five colleges of teacher education affiliated to three universities in kerala, to study and compare the level of their life skills. Survey was the major technique used for the descriptive study. The levels of life skills were identified and it was found out that male and female student teachers have life skills at similar levels, while urban student teachers have significantly higher levels of life skills than their rural counterparts. Sub-skill wise analysis was also done.
Chaudhary Sangeeta, Mehta Bhamini and Trivedi Hemali (2011) focused on life skills for tribal adolescents: an intervention programme. The present study was conducted in order to provide life skills education to school going adolescents who are from economically disadvantaged background and belong to tribal community. The main objective of the study was to create awareness among adolescents towards their potentials, further their development and create an understanding about gender discrimination and provide training for effective communication for self growth and development. Data collection was done in Bharuch district of Gujarat Province of India. The results indicated that the programme helped and empowered adolescents to understand better insight of their physical changes, built self confidence, gender issues as well as HIV/AIDS and positive attitudes towards these issues. Though the programme was able to achieve information and knowledge gain, the required modifications/changes in attitude and behavior, especially in the areas like gender socialization, which are deep rooted would require continues efforts. This study strongly recommended that this kind of life skill intervention programme should be made integral feature of the school curriculum.

Eljo G. Jeryda and Samuel A. Umesh (2011) studied on essentials of life skills education for psychological problems of adolescent school students. The main aim of the study is assess the level of stress, insecure feeling, anxiety, depression, adjustments and to emphasize on essentials of life skill education. The Universe of the study consists of senior adolescent school students of 9,10,11 and 12 in three reputed higher secondary schools of Tiruchirappalli, Tamilnadu, India. The study emphasizes the essential of life skill education to the adolescent senior school students which prevents them from acquiring psychological problems. School social
worker or counselor should be appointed to organize school mental health programmes in which life skills education should be given prime importance and also the adolescence in schools should be taught to apply WHO Ten –Life skills to redress their mental health problems.

_Thote Prashant and Mathew,L (2011)_ conducted a study on study of preference of life skills in school students: A case study. Present study attempts to investigate the preference of students about life skills. This study was conducted on 132 students of standard IX and X of senior secondary public school of Narsingarh. The study has not found gender discrimination in relation to preference pattern for life skills. A total 132 students participated in the study. 77 (58%) had life skills scores above the mean level and was termed as having “high level” of life skills and 55 (42%), had “low level” of life skills scores. Parent’s education was significantly associated with higher level.

_Botvin, Griffin, Paul and Macaulay (2011)_ found that a study on preventing tobacco and alcohol use among elementary school students through life skills training. The present study examined the effectiveness of a substance abuse prevention program in preventing tobacco and alcohol use among elementary school students in grades 3 through 6. The prevention program teaches social resistance skills and general personal and social competence skills. Rates of substance use behaviour, attitudes, knowledge, normative expectations, and related variables were examined among students (N = 1090) from 20 schools who were randomly assigned to either receive the prevention program (9 schools, n = 426) or serve as a control group (11 schools, n = 664) who did not. Data were analyzed at both the individual-level and school-level. Individual-level analyses controlling for gender, race, and family structure showed that intervention students reported less smoking in the past.
year, higher anti-drinking attitudes, increased substance use knowledge and skills-related knowledge, lower normative expectations for smoking and alcohol use, and higher self-esteem at the posttest assessment, relative to control students. School-level analyses showed that annual prevalence rate was 61% lower for smoking and 25% lower for alcohol use at the posttest assessment in schools that received the prevention program when compared with control schools. In addition, mean self-esteem scores were higher in intervention schools at the posttest assessment relative to control schools. Findings indicate that a school-based substance abuse prevention approach previously found to be effective among middle school students is also effective for elementary school students.

Shailaja (2012) conducted a study on “Language skills with special reference to Vocabulary among Primary School Children”. The objectives of the study were: i) To analyze the contents of the language textbook for the size of the known and new vocabulary ii) To review the contents of the textbook to know the emphasis lay on the type of vocabulary by its frequency iii) To assess the type of vocabulary based scholastic achievement among learners. The study was confined to the schools of Hyderabad district. Schools having English medium from class 1 and 2 were selected. The sample consisted of 156 children selected from class 1 and 2 from three different management schools, government schools, aided and unaided schools (n=13) in the ratio of 6:1:6. The sample was selected randomly. Scholastic achievement tests 1 and 2 prepared by the investigator was used. Test 1 was administered on the sample class 1 and tests 1 and 2 were administered on the class 2. The findings were: i) The analysis of the scholastic achievement reveals that children from unaided schools were able to perform better whereas from government schools were lagging behind with regard to age ii) The class-wise
analysis of the performance of the children revealed that the class 1 children were found to be slightly ahead of class 2 children on ‘known words’, whereas on other categories class 2 children were ahead of class 1 children. iii) The performance of the children revealed that among the different categories of vocabulary, children faired better with known words than any other category. On the contrary, low performance was observed with assumed to be known words. Class 2 textbook consists of nearly 50% of assumed to be known words.

Elizabeth Carroll and Dennis Orthner (2012) examined a study on integrating life skills to relationship and marriage education: the essential life skills for military families program. Military personnel and families experience significant challenges and need skills that will prepare them for extended periods of separation and other military demands. Relationship and marriage education programs are often helpful. However, there is a need for life skills programs that also teach military members to manage finances and legal matters, garner social support, and access community resources that are not often accessible to personnel and families in the National Guard and Military Reserves. Essential Life Skills for Military Families was developed to integrate relationship and life skills into a short-term course that has been offered to National Guard and Military Reserve members and families. This article describes the theoretical basis for the program, the program evaluation, and qualitative findings from participants, and identifies strategies for overcoming challenges to offering this kind of relationship skills program.
Sheila Giardini et al. (2012) found that a study on prevention of dating violence and promotion of life skills with adolescents. This study assessed the effects of a preventive intervention on intention of coping with dating violence and sexist and homophobic beliefs among adolescents. 60 adolescents were allocated randomly in two experimental conditions: CI (N = 27) and CC (N = 33). While the CC did not receive any intervention, the CI received a seven-group-sessions intervention focused on gender, rights and life skills. The results, analyzed by incomplete sentences applied before and after the program, pointed to a greater reduction in sexist and homophobic beliefs among the CI participants in comparison to those from CC. The results on intentions of coping with dating violence were similar between the experimental conditions, with increased negotiation and decreased resignation and violence. The practice of interpersonal skills during and after the program, at five-month follow-up was reported.

Rao (2013) conducted a study on “An analysis of creative writing skills in English among college students and development of creativity mobilization technology” The objectives were: i) to assess and analyze the creative writing skills of students in English; ii) to find creative mobilization technology for creative writing skills in English. Descriptive survey method has been adopted for this study. Qualitative and quantitative approaches were adopted for this study. A sample of 1440 students was selected through the probability sampling technique. The data collected through language, creative, Essay Paragraph Analysis Scale, Kuppusamy’s Socio-economic status scale, Creative Mobilization tech questionnaire, Check list to College teacher and Observation list to students. The findings were: i) Urban students had higher creative writing skill ii) Aided students had less creative writing
skills. It is suggested that students tend to make better progress in the conditions highlighted in the cross case analysis.

_**Jonna L. Bobzien (2013)**_ studied on academic or functional life skills? Using behaviors associated with happiness to guide instruction for students with profound/multiple disabilities. The field of special education has begun to concentrate its efforts on developing objectives and procedural strategies that promote a positive quality of life for students with profound multiple disabilities, while determining which educational strategies are the most appropriate. A multi-element design was used to compare the effects of two educational conditions, academic skills instruction and functional life skills instruction, on the quality of life indicators of four students with profound multiple disabilities. Results indicated that all four students demonstrated a greater number of behaviors associated with happiness while receiving academic skills instruction. Implications for current educational practices are addressed and directions for future research are discussed.

_**Daniel Gould and Yongchul Chung (2013)**_ was focused a study on coaching life skills through football: a study of award winning high school coaches. This study examined how outstanding high school football coaches developed life skills in their players. In-depth phone interviews were conducted with 10 outstanding coaches ranging in age from 47 to 68 years ($M = 54$). Coaches averaged 31 years of coaching experience, and were highly successful (76.6% winning percentage). Hierarchical content analysis of the data revealed that two general dimensions or categories of strategies emerged: (a) general coaching; and (b) player development strategies. Within the general coaching strategies dimension, higher-order themes focused on working with players and strategies for dealing with other parties. In the player development strategies general dimension was the higher-
order theme set of teaching life skills. Results highlighted that it was clear these coaches did not view the coaching of life skills as separate from their general coaching strategies for performance enhancement and while highly motivated to win, personal development of their players was a top priority.

**Jayaram.K (2013)** conducted “Qualifications, Teaching Experience And Creativity Score Among Secondary School Teachers” to study the relationship between academic qualifications, professional qualifications and teaching experience and dimensions of creativity namely, fluency, flexibility and originality among secondary school teachers in Visakhapatnam district, Andra Pradesh. The sample consisted of 500 secondary school teachers working under various managements in Visakhapatnam district. The information gathering tool was Creativity Dimensions Assessment Battery (CDAB)Questionnaire with 25 items. Descriptive and inferential statistical techniques such as means, t-test and ANOVA were used to analyze data using the Statistical Package for Social Scientists(SPSS). The results indicate that graduate and post-graduate teachers do not differ significantly in creativity scores. Professional qualifications and teaching experience too do not make differences in creativity scores.

**Vaish, Renu (2014)** conducted a study on “Self-study skills in learning science at the middle school level” The objectives were: i) To expose children to select information processing skill and give them some practice for it; ii) To provide opportunities for children to transfer information processing skills for independent learning; iii) To find out the reaction of students to the new strategy; iv) To institutionalize the new learning strategy through home work assignments; v) To make the students feel that whatever they study or learn can easily be done by themselves; vi) To stimulate their anxiety of “how to do” and “how to learn” for
The study was planned for a period of 2 weeks with Class VIII students of a Kendriya Vidyalaya in Jaipur. The sample consisted of 40 students (both boys and girls). Eight experimental groups were formed of five students each. The eight groups were supplied with questions relating to evaluation, likings, acceptance, methodology, understanding and easy to learn topics etc., which were to be answered on a 3 point scale. Pre and Post experimental analysis was done on the ten-point scale mentioned before. The findings were: i) All the students reported that they liked the method and were of unanimous opinion that the method, technique, process of the innovative project enable to increase their concept clarity, knowledge, confidence and text retention. Ii) Pre experimental design analysis revealed that 85 percent of the students perceived the various aspects (the ten points mentioned before) of the conventional teaching as unfavorable and 15 percent perceived them to be favourable to some extent. The Post experimental analysis revealed that 83.75 percent of the students favoured the innovative method.

Ashwini K. Agarwall (2014) conducted a study on “Academic Skills of Visually Impaired students studying in various educational settings”. The investigator conducted the study with the objective to assess and compare the five areas of academic skills of visually impaired students, who were studying in three settings (special school setting, semi-integrated setting and integrated setting). The objective of the study was to compare the academic skills of visually impaired boys with visually impaired girls in the three educational settings. The study utilized ex-post facto method of research. This method of research is a systematic, empirical investigation in which the researcher does not have direct control on independent
variable because their manifestations have already occurred or because they are inherently not manipulative.

The analysis of six hypothesis of the study revealed that semi-integrated setting was most effective in imparting academic skills and the visually impaired students in this particular setting were more efficient both in special academic skills life Braile reading as well as general academic skills such as problem solving, reasoning, information providing and language comprehension and usage. This was primarily due to balance between protection and competition among the peer group in the setting. Another interesting finding was that visually impaired students going to mainstream schools both in integrated as well as semi-integrated setting were good at problem solving and reasoning skills due to greater exposure to the subjects like Mathematics and Science. The investigator concludes that visually impaired children should be admitted to mainstream schools in large numbers. Integrated setting should be promoted and strengthened. Special schools should be utilized to provide resource services as a supplement to integrated setting.

**Anuradha (2014)** conducted a study on problem solving ability of senior secondary school students and concluded that the study showed that students of Government and Private Schools do not differ significantly in their Problem Solving Ability, there exists significant difference in Problem Solving Ability among senior Secondary School Students in relation to their Stream and Problem Solving Ability of female students is higher than the male students.

**Tanu Anand and Gopal K Ingle (2014)** conducted a study on impact of life skills training on level of physical activity amongst school adolescents: a non-randomized interventional study. In India, life skills have often been looked at only from the reproductive health perspective and its effect on physical activity behaviour
of adolescents is little explored. Therefore, the present study was undertaken to impart life skills training to school adolescents, assess its impact on their level of physical activity and compare it with control group. It was a non-randomized interventional study with a control group. Study participants were students studying in class IX and XI of two schools in Delhi. A pre-designed, pre-tested self-administered questionnaire containing items for assessment of physical activity of the adolescents, was used to collect the data at the baseline, 15 days (only in intervention school) and 3 months after the life-skills training. Anthropometric measurements were taken too at the time of data collection. Based on the findings from baseline data, two life-skills training sessions were conducted per section of each standard, 15 days after the first visit for baseline data. Data was analyzed in SPSS 16.0. There were 180 students in the intervention group and 183 students in control group. Significant increase was noted in the level of vigorous physical activity, stretching and strengthening exercises and light-moderate physical activity (p<0.001) amongst the adolescents in intervention group over the period of three months following the life skills training in comparison to control school. The number of students going for Physical Education classes also increased following the training. The mean time spent by overweight children in outdoor games also improved at 3 months (66.79±83.06 min to 81.43±82.82 min) in the intervention group. To conclude, the study provides sufficient evidence that skills based approach does help to improve the level of physical activity amongst the school adolescents.
Prajina and Godwin Premsingh (2014) examined a study on impact of life skills among adolescents: a review. The end of twentieth century can be considered as both the best and worst time for adolescents. It provided maximum opportunities to grow independently. But at certain extend unimaginable developments of technologies diverted their capabilities to unfertile engagements. The psycho-social factors of adolescents itself is a contributing factor to their mis behavior. Being the turning period of life this is the right time to take right decision. In this condition life skills have important role in their future determination. Life skills are those psycho-social skills that enable individuals to cope effectively with their life challenges. This article draws how the life skills contribute to the individual development of adolescents does.

Kazemi, Momeni and Abolghasemi (2014) found that on the effectiveness of life skill training on self-esteem and communication skills of students with Dyscalculia. The purpose of the present research was to examine the effectiveness of life skill training on the self-esteem and communication skills of students with dyscalculia. This study is a quasi-experimental with pre-test/post-test and a control group. The sample of consisted of 40 students with dyscalculia that selected among primary school students with learning disabilities in Ardebil city, and assigned to two experimental (n=20) and waiting list groups(n=20). The 8 sessions (one hours) of life skills training were implemented for experimental group. To collect the data, Key-Math Mathematics Test, Self-Esteem Scale and Social Developmental Questionnaire were used. The MANCOVA results showed that life skills training were significantly on increasing of self-esteem and communication skills. On the other hand, students who were in experimental group had a significant increase in the self-esteem and communication skills, than students of control group. The results
indicated that life skills training can positively increase the use of self-esteem and communication skills.

**Ms. Anuradha (2014)** focused on problem solving ability of senior secondary school students. Problem solving ability is ability to tackle the real life and new situations with fullest extent of foresight. Education not only stand for passing the exams but it is the development of one’s self for life, to handle new and problematic circumstances, to tackle odd situations and to face the problems tactfully. In the present study 100 students from government and private senior secondary schools from Indora Tehsil, of Kangra district (H.P) were selected as target sample and Problem Solving Ability Test developed L.N. Dubey was administered. The findings of the study showed that students of Government and private Schools do not differ significantly in their problem solving Ability, there exists significant difference in Problem solving Ability among Senior Secondary School Students in relation to their stream and problem Solving Ability of female students is higher than the male students.

**C. Madhumathi, Syed Laiq Ahamed (2014)** was focused by “Assessing Problem-Solving Abilities Based on Polya’s Approach” abilities of VIII class students, based on Polya’s approach. The study employed normative survey method for 480 students and covered three different managements of English, Urdu and Telugu media. Results of the Analysis of Variance (ANOVA) revealed that almost 80% of the students are below average in their problem solving abilities.

**Velmurugan. P. and Manimehalai (2015)** studied on life skills and academic achievement of elementary teacher education students. This research investigated that there is no significant difference between male and female, there is no significant difference between urban and rural, and there is no significant difference
between elementary teacher education. Students from nuclear family and joint family in their personal skill, emotional skill, social skill, communication skill, managing skill and life skills. There is no significant difference between male and female, urban and rural elementary teacher education students in their academic achievement.

3.4 FOREIGN STUDIES

STUDIES IN ACADEMIC ACHIEVEMENT

Paltasingh, S (2008) conducted a study on “Relationship Among Creativity, Intelligence and Achievement Scores of Secondary School Students”. Objectives: The objectives of present study were: (i) To study the correlation between creativity and intelligence. (ii) To study the correlation between creativity and science achievement. (iii) To study the correlation between creativity and scholastic achievement. (iv) To study the correlation between intelligence and science achievement, and (v) To study the correlation between intelligence and scholastic achievement. Methodology: The study was correlational in nature. A total of 180 students of class IX of two Oriya medium secondary schools constituted the sample of the study. After the collection of data a quantitative analysis was done. Findings: (1) There is significant and positive correlation between creativity and intelligence. (2) There is significant positive correlation between creativity and science achievement. (3) There is significant and positive correlation between creativity and scholastic achievement scores. (4) There is significant positive correlation between intelligence and science achievement. (5) There is significant and positive correlation between total intelligence and scholastic achievement scores.
**Bishop and Josephine, L.(2008)** conducted a study on “A Comparative Analysis of Self-esteem, School Involvement, Family Cohesiveness and Academic Achievement in Seventh and Eighth Graders dependent upon their Relative Age”. Methodology: The research participants were 47 middle school seventh and eighth grades dependent upon their relative age. Findings: There were no significant differences between the two groups for any comparison. The academic achievement of the relatively younger group was not significantly different from the relatively order group on tests of English and math proficiency.

**Poll William (2010)** conducted a study on student-teacher interactions as a predictor for student academic achievement and success. The purpose of the study was to investigate student-teacher relationships in secondary mathematics classrooms and evaluate the impact of these relationships have on the student’s academic achievement and success. Over the years, researchers have examined student demographics as predictors of high school success and high school dropout. In addition, researcher have examined the impact on students of effective teaching and learning, using a variety of instruments one of them being the questionnaire on teacher interaction (QTI). The researcher has administered the QTI to collect data and on both students and their respective teacher’s perceptions of the student-teacher relationship, and to understand the dynamics and the impact of these relationships have on student academic achievement and success of failure. Five New York City high schools were surveyed using the 48-items short from of the Australian version of the QTI (wubbeles, 1993). The sample included 612 students between the ages of 13 and 18 ranging from grades 8 through 12. The data were analyzed using a correlation design with linear regression analysis as the main technique to examine relationships between student and teacher ratings on the QTI and student grades.
The QTI was scored according to the categories based on eight behavioural dimensions to determine significant predictors for a student passing or failing in mathematics. The findings have implication for teachers and administrators to better understand the impact of student-teachers and administrators to better understand the impact of student-teacher interactions in mathematics classroom and how students’ perceptions of their school experience are a significant influence on their academic achievement, as measured by the students reports card grade.

*Ruchi Dubey, (2012)* conducted a study entitled “Emotional Intelligence and Academic Motivation among Adolescents: A Relationship study”. Objective: The objectives of the study were- to study the relationship between emotional intelligence academic motivation and to compare the emotional intelligence of students with high and low academic motivation. Methodology: Sample for the study included 156 (78 boys and 78 girls) class XI of Allahabad city. The data were analyzed with the help of product moment coefficients of correlation and ANOVA. Findings: The findings of the study revealed positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

**STUDIES IN LIFE SKILLS**

*Meche Scott David (2003)* conducted a study on an investigation of the relationship among life skills, self-esteem and well-being in adults. This study examined the relationship among life skills, self-esteem and well-being in 278 adults. Adults were classified into three age groups. Of the 278 participants, 96 were young adults, 92 were middle-aged and 90 were older adults. Life skills, global organizations of general coping skills that are learning behaviours which enable effective functioning, were assessed with the life skills inventory - adult form
(Gazda, Illovsky and Taylor 1991). Analyses were performed to understand the influence of four generic life skills areas, interpersonal communication/human relations, problem-solving/decision making, identity development/purpose in life and physical fitness/health maintenance, on self-esteem. Results indicated that there are significant differences among the three age groups in regards to the life-skills dimensions of physical fitness/health maintenance and identity development/purpose in life. Additionally, the dimension of interpersonal communication/human relations was found to be a significant predictor of self-esteem across the stages of adulthood in a pattern largely supportive of Erikson’s stages of psychosocial development (Erikson 1950, 1963). The study revealed that self-esteem would serve as a moderator between life skills and well-being. The results indicated that self-esteem can moderate the relationship.

_Kaplan, Fran, B.(2003)_ conducted a study on “Educating the Emotions: Emotional Intelligence Training for Early Childhood Teachers and Caregivers”. Objective: To evaluate the effects of psycho educational training program on the development of emotional intelligence in preschool and elementary educators and caregivers. Methodology: The 17 participants were primarily Spanish-speaking immigrant women, most with limited formal educations, who took 60 hours of Nurturing peace in early childhood training. Findings: Though participant’s emotional intelligence appeared weak pre-program, it improved significantly post training as did their implementation of the peaceful classroom program with children.
Drummond Christine (2004) conducted a study on evaluation of a social skill programme for children. The purpose of this study was to evaluate the effectiveness of a social skill program designed to improve the behaviour, social skills and coping skills of children with learning disabilities. This type of program could also have potential benefits for children without LD who have social skills deficiencies. This study focused on the impact of the 10-week better emotional and social time’s program delivered through the Windsor-Essex chapter of the learning disabilities association of Ontario for 36 children (28 boys and 8 girls), 8 to 12 years of age, from Southwestern Ontario. These children completed pre and post-treatment the social skills rating system as a measure of social skills and the Piers-Harris children’s self-concept scale as a measure of self-concept. T-tests were conducted comparing pre and post-treatment scores on the inventories. Results indicated that significant improvements occurred in parent rating of assertion, cooperation, responsibility, internalizing behaviours, social skills and problem behaviours in general. Improvements were found in the children’s rating of intellectual and school status only. When examining subgroups, it was found that items indicating improvements in responsibility, internalizing behaviours, hyperactivity and overall problem behaviours were endorsed by parents of children with ADD/ADHD diagnoses. Parents of children with primary deficits in the verbal domain of cognitive functioning endorsed items indicating an improvement in cooperation, self-control and social skills in general. For children with primary deficits in the nonverbal domain of intellectual functioning, parents reported a decrease in overall problem behaviours and improvements were found in child rating of cooperation.
*Fisher et.al (2004)* conducted a study on skills for social and academic success: a school-based intervention for social anxiety disorder in adolescents. This study describes skills for academic and social success (SASS), a cognitive-behavioural, school-based intervention for adolescents with social anxiety disorder. Clinic-based treatment studies for socially anxious youth are reviewed and a strong rationale for transporting empirically-based interventions in schools, such as SASS is provided. The SASS program consists of 12, 40-min group sessions that emphasize social skills and in-vivo exposure. In addition to group sessions, students are seen individually at least twice and participate in 4 weekend social events with prosocial peers from their high schools. Meetings with teachers provide information about social anxiety and facilitate classroom exposures for socially anxious participants. Parents attend 2 psycho-educational meetings about social anxiety, its treatment and approaches for managing their child’s anxiety. Initial findings regarding the programme’s effectiveness are presented.

*Scott, Barbara, S.(2005)* conducted a study on “The Relationship between Emotional Intelligence and Ethical Decision Making”. Methodology: The sample for this study consisted of 60 faculty/staff/administrators and 60 students, 30 of whom were liberal arts majors and 30 of whom were career and technical majors. Findings: This study presented evidence that emotional intelligence is a predictor of ethical decision making, with education being the only significant contributing factor. Liberal arts majors and career and technical majors in this study did not differ in levels of emotional maturity.

*Anderson, Jessica, (2005)* found that a study on the perceptions of students, teachers, and parents regarding the value of the life skills and lifelong guidelines program. The main objective of the study was the purpose of this qualitative case
study was to evaluate the perceptions of students, teachers and parents regarding the value of a character education program that was implemented in 2003 at a public elementary school located in a small urban area in East Tennessee. In order to gather data, teachers and students participated in one-on-one interviews and parents completed open-ended surveys. The major findings of the study were this study suggested that the life skills and lifelong guidelines program has had a positive effect on the school participating in the study. Students explained that the program has helped them and that they use the life skills and lifelong guidelines at home and school. Teachers perceived the program to be a beneficial addition to the school's curriculum. Parent perceived the program as valuable and reported their children discussing the life skills and lifelong guidelines at home. The teacher and parent participants gave several suggestions for improving the program including further staff development, additional information being sent to parents, and meeting the goal of having consistent use and implementation of the program on a school wide basis.

*Liu Bei (2006)* conducted a study on social skill and personality in transitional urban China. The objective of the study was to find out the social skill and personality in transitional urban China. The study investigates the psychological impact of social transaction in urban China - an untapped field of sociological research in China. A random sampling of 461 residents was selected from municipal Shanghai, a city representing the learning edge on-going market transition in urban China. Through confirmatory factor analysis, multiple partial correlation analysis of primary survey data, the investigator find that interpretation of the relationship of social class and social stratification two primary aspects of social skill.
**Murphy and Kevin, T. (2007)** investigated on “The Relationship between Emotional Intelligence and Satisfaction with Life after Controlling for Self-esteem, Depression and Locus of Control among Community College Students”. Findings: Correlation analysis suggested no correlation between emotional intelligence as well as four components of emotional intelligent with SWL (Satisfaction With Life) or the known predicator variables (self-esteem, depression and locus of control).

**Izaguirre and Ruben (2008)** conducted a study on “The Relationship among Emotional Intelligence, Academic Achievement and Demographic Characteristics in First year Community College Students”. Methodology: A convenience sample of 199 students was used. Data analysis included frequencies, percentages, mean scores, t-tests, one-way ANOVA with post-hoc tests, Pearson correlation, Spearman rho correlation, multiple regression and logistic regression. Findings: A relationship was found between academic achievement and the emotional intelligence subscales of social responsibility and problem solving. Findings revealed that there is significant differences between ethnic groups in intrapersonal emotional intelligence scales and also differences were found between gender and marital status groups and academic achievement.

**Seevers Randy and Jones-Blank Michelle (2008)** conducted a study on exploring the effects of social skills training on social skill development on student behaviour. The purpose of the study was to explore the effects of social skills training on social skill development on student behaviour. It was hypothesised that using instructional strategies for teaching social skills such as modeling, role playing, positive reinforcement, practice/rehearsal, incidental teaching, prompting and coaching would help students initiate and develop positive social relationships with others, cope effectively with the behavioural demands and expectations of specific
settings, and appropriately communicate and assert one’s needs, desires, and preferences. The eight children with special needs who were identified as at-risk for social adjustment problems showed a significant improvement following the intervention.

Alhussain Alsha (2009) conducted a study on proposing and testing an integrative approach to improve EFL students’ communicative skill. An experimental study was conducted to investigate the effectiveness of using an integrative approach to improve EFL students’ communicative skill. This was done by comparing the oral performance of the subjects who were taught grammar, listening, reading and speaking interactively to that of the subjects who were taught the same skills separately. The subjects of the study comprised 105 female students from the first level in the international academy for health sciences in Riyadh, Saudi Arabia. The subjects were in two specialties: nursing and pharmacy. The nursing group was assigned as the experimental group while the pharmacy group was assigned as the control. They were given an oral pre-test before the start of the study and no significant difference in language proficiency was found between two groups. The experimental group was taught grammar, listening, reading and speaking interactively, while the control group was taught the same skills separately. At the end of the study the two groups were post-tested orally. Both groups were taught and rated by the researcher herself. Results of the study revealed that a statistically significant difference existed between the two groups of the study on the oral post-test in favour of the experimental group. Based on this study, an integrative teaching of grammar, listening, reading and speaking is proposed as a means to improve EFL students’ communicative skill.
**Peal Paula (2009)** conducted a study on the effect of a back-to-basics core academic programme compared to a traditional academic programme on participating 4th grade students’ achievement and perceptions of life skills. Study result indicated that 3rd grade to 4th grade same school core academic programme and traditional academic programme learning experiences resulted in numerical equipoise for norm referenced reading, math, social studies and science test score results. Randomly assigned core academic programme students’ (n=16) norm referenced language NCE posttest scores were statistically significantly greater following participation than the naturally formed group of students (n=16) following participation in the traditional academic programme. Core academic programme students’ criterion referenced writing and math cut-scores were also significantly greater at post test. Finally, the teacher life skills perceptions awarded to students were greater for traditional academic programme students at posttest indicating a dissociation or independence between measured achievement test scores and assigned life skills improvement scores. The core academic programme was teacher centered using direct instruction for reading, writing and math skill development. Traditional academic programme instruction was child centered with direct and strategy reading, writing and math instruction. The positive student outcomes of this study may be due more to the school itself rather than to any differences assigned to the studies independent variables. Finally, it may be that both programmes were alike in securing learning success.

**Wurdinger et.al. (2009)** conducted a study on teaching important life skills through project based learning. The objective of the study was to find out teaching important life skills through project based learning. The results showed that this
school was excellent at teaching important life skills that help students in college and in life in general.

*Springs, Betty (2009)* conducted a study on the effectiveness of life skills training in promoting positive social behavior. The main objective of the study was to examine the relationship between life skills training and in promoting positive social behavior in fifth grade students. A randomized pretest-posttest experimental/control design used with eight fifth grades and four fifth grade teachers. Data were analysed using a paired-difference t-test. The major findings of the study were the students did not show any significant differences in their ratings of themselves after the life skills training. However, the teachers of experimental group rated the fifth grade students higher after lifeskills training. These teachers also rated the males higher after life skills training.

*Aieman Ahmad (2010)* conducted a study on attitude toward communication skills among student’s teachers in Jordanian public universities. The major objective of the study was to find out the significant difference between class teachers in their positive and negative attitudes towards communication skills. The study was carried out to determine the positive and negative attitudes among 289 students and their class teachers using the communication skills attitude scale (CSAS) in Jordanian public universities. The study revealed that there was no significant difference between class teachers in their positive and negative attitudes towards communication skills.

*Gioia Katherine (2010)* conducted a study on individual differences in children’s responsiveness to a social skills intervention. Emotion regulation is an important aspect of children’s development. Using second step, a curriculum aimed at assisting children’s development of Emotion regulation and prosocial behaviours
in the classroom. This study examined individual differences in children’s responsiveness to a social skills intervention. One such individual difference in personality, agreeableness, reflects a person’s motive to maintain smooth relationships with others. Significant differences in children’s responsiveness to intervention were hypothesised for children low, medium and high in agreeableness. Responsiveness was assessed using three different measures: behavioural observations, teacher reports and second step knowledge tests.

Omae Hilda (2010) conducted a study on the association of teacher-student relationship quality and teacher support with students school satisfaction, classroom adjustment and academic achievement. The study examined the influence of student teacher relationships and teacher support on the academic achievement and satisfaction with school for K-5 students. Using longitudinal growth modeling, the study found that decreased conflictual relationship between teachers and students were associated with increased achievement in math and reading overtime. Also there was evidence of the black white test gap. Moreover this gap was greater during K-3 than it was during 3-5 period.

Wizda Lorraine (2010) conducted a study on online peer coaching of consultant communication skill development. The purpose of the study was to explore how peer coaches support the development of collaborative communication skills in an online format for consultants in training (CITs). The programme examined was instructional consultation which pairs a consultant with a teacher to work collaboratively to resolve the teacher’s concern regarding a student. The focus is on improving instruction and modifying environmental variables. The study was approached using case study methodology. Research questions were (a) how do online peer coaches support the development of collaborative communication skills
in CITs and (b) what skills were selected most frequently by the CITs as focus skills? Transcripts of the email exchanges between the coaches and CITs which include self-reflection by the CIT and structured feedback from the coach are the data used. Results show that the coaches use targeted feedback, examples, practical suggestions, visual images and modeling collaborative language to support the development of CIT skills. Not all of the CITs consistently identified a focus skill (a skill they request feedback on from the coach). Collaborative communication skills were selected more frequently in the early stages of the process while more content related concerns were selected towards the end of the process. The findings provide a better understanding of how collaborative communication skills are supported in an online format and provide direction for future research.

*Zimmerman Daniele (2010)* conducted a study on project based learning for life skill building in 12th grade social studies classrooms: A case study. Based on the assumption that project based learning (PBL) in 12th grade social studies classrooms contributes to the development of life skills for high school seniors in this advanced and globalized time, this research will investigate student experiences with PBL methods for helping them acquire skills along with a case study of a successful PBL programme. The aim is to help educators discern the value of this instructional strategy. A qualitative approach to gathering research, using the interview format was conducted with three teachers who agreed to participate in the study. These teachers had created a unique PBL programme in their high school classrooms. The focus of their work was to document the success in teaching life skills to high school students with the goal of preparing them for college, jobs and life after secondary education. The investigator also gathered information by observing the teachers as they were involved in working actively with students using PBL. The major themes
found within the literature highlight the success of the project based learning method, the importance of skill building for life and that fundamental changes are needed for education and instruction. The investigator concluded that from his reading, review, research, interviews and observations that the PBL method is successful in teaching and building life skills in high school social studies classrooms and is able to better prepare students for life after secondary education.

Botvin and Williams (2010) conducted a study on preventing the onset of cigarette smoking through life skills training. The effectiveness of a 10-session social psychological approach to the prevention of cigarette smoking was tested on 8th, 9th, and 10th graders (N=281) in suburban New York. The program was designed to address both the social and psychological factors promoting the onset of smoking by attempting to: (a) increase students’ ability to cope with direct pressures to smoke, (b) decrease their susceptibility to indirect pro-smoking social influences, and (c) improve their ability to cope with anxiety. The program was conducted by allied health professionals and utilized group discussion, modelling, and behaviour rehearsal. Results indicate significant differences between the experimental and control groups in terms of the proportion of new "experimental smokers" (P<.01). Furthermore, there were significantly greater pretest?post-test changes for the experimental group on several of the knowledge and psychological measures, suggesting that the decrease in the onset of smoking behaviour among the experimental subjects did occur for the hypothesized reasons.

Alshare et.al (2011) conducted a study on business communication skills in information systems curricula: Perspectives of IS educators and students. The study compared information systems (IS) educators and students perceptions of communication skills in IS curricula were examined based on the variable; gender,
discipline, position and student classification and school size. Results showed that educators and students agreed that IS curricula had the appropriate emphasis on many of the communication skills. However, the two groups significantly differed in their extent of agreement or disagreement with appropriate level of communication skill.

**Calhoun Trish (2011)** conducted a study on effects of social skill instruction. This study is a mixed method action research project. Social problems in the school setting can affect students negatively. This project will see if explicit instruction reduces conflict and increase confidence to handle problems. The participants are 46, 2nd grade students. Quantitative and qualitative data are collected in this research project to determine the correlation between social skill instruction and social problems in school. A phenomenological data technique is used to analyze the qualitative data from an open-ended question about a possible scenario in school. The project found a correlation between instruction and increased student confidence with dealing with social problems. The project found no decrease in social problems. The next step would be to hold a teacher in-service project to possibly eliminate misunderstanding in the student observation portion of the project.

**Erbay (2011)** conducted a study on effects of communication skills training program provided to the mothers of six-year old children on the social skills of children. The study analyzed the effects of communication skills training program provided to the mothers on social skills of their children. The study used pre-posttest experimental-control group design. Experimental and control groups consisted of a total of 30 six-year old children enrolled in nursery school. Experimental group consisted of 15 children; control group consisted of 15 children. The mothers of the
children in experimental group were provided communication skills training for 13 weeks. Whereas their children were administered with SSES (social skill evaluation scale) before and after the training. The results of pre-post tests were compared and the effects of mother’s training program on the social skills of the children were very effective.

**Melissa Crawford and Katharina Manassis (2011)** conducted a study on anxiety, social skills, friendship quality and peer victimization: An integrated model. This cross-sectional study investigated whether anxiety and social functioning interact in their prediction of peer victimization. A structural equation model linking anxiety, social skills and friendship quality to victimization was tested separately for children with anxiety, disorders and normal comparison children to explore whether the processes involved in victimization differ for these groups. Participants were 8-14 year old children: 55 (34 boys and 21 girls) diagnosed with an anxiety disorder and 85 (37 boys and 48 girls) normal comparison children. The final models for both groups yielded two independent pathways to victimization: (a) anxiety independently predicted being victimized and (b) poor social skills predicted lower friendship quality, which in turn, placed a child at risk for victimization. These findings have important implications for the treatment of childhood anxiety disorders and for school-based anti-bullying interventions, but replication with larger samples is indicated.

**Natalie Conner and Mark Fraser (2011)** conducted a study on preschool social emotional skills training: a controlled pilot test of the making choices and strong families programmes. The gain scores of children in the intervention group differed significantly from those in the comparison group on academic competence, social competence, depression and aggressive behaviour. Caretaker gain scores
differed significantly, favouring the intervention group on parental bonding, child supervision, communication and developmental expectations. Conditioned on the limitations of the design, skill training for pre-school children and their caregivers appears to promote social and academic skills.

Neslihan Durmusoglu-Saltali and Emel Arslan (2011) conducted a study on an investigation of emotional skills of six-year-old children attending nursery school according to some variables. The purpose of this study is for the emotional skills of six-year-old children attending nursery school according to some variables. The participants were 306 (135 girls and 171 boys) six-year-old children attending nursery school. Data were collected from assessment of children’s emotional skills and personal information from. In order to analyze data, ‘t’ test, one way variance analysis and tukey test were employed. The findings of the study revealed that emotional skills of six-year-old children attending nursery school significantly varied according to the variables of gender, educational level of mother and father, the status of receiving previous pre-school education and number of children in the family.

Sheikhiani Mohammad and Nair Bindu (2011) conducted a study on coping skills and mental health of women teacher students. The purpose of the study was to examine the relationship between coping skills and mental health among teacher students’ of the Boushehr University, Iran. The sample (N=170) was randomly selected from the student teachers and stratified on the basis of their training fields into five groups: mathematics teaching, primary school teaching, experimental sciences, religion and Arabic teaching and social studies teaching. The age range of the participants was between 19 and 21 years. Two validated instruments (proactive coping inventory and general health questionnaire) were used
in collecting data. Pearson product moment correlation coefficient and multiple regression were utilised to analyse data. Correlation analyses showed a significant reverse relationship between the various scales of proactive coping inventory and mental health and its sub-scales. Also, the regression analysis revealed that proactive coping skill was the most important factor which predicted mental health and its sub-scales physical symptoms, anxiety and insomnia; reflective coping skill was the most important factor which predicted social dysfunction; and preventive coping skill was the most important factor which predicted depression.

Ayub, M. et al.(2011) studied on knowledge of life skills and its relationship with mental health in Iranian university students. The main objective of the study was to investigate the degree of familiarity of Iranian students with life skills and its relationship with their mental health. In order to fulfil the aims of the study, 102 students were selected randomly from/among 6000 students in one of the universities of Iran. In order to analyze the data on dispersion of indicators and descriptive statistics of central statistical test, Pearson correlation, T single variable, T test for independent groups and ANOVA were used. The major findings of the study were students' knowledge about life skills in all questionnaire sub-scales was average and sometimes above average. In addition, there was a significant relationship between these subscales and the subscales related to mental health, depression and paranoid. However, there was no significant relationship between the subscales of life skills, aggression, anxiety, obsessive-compulsion, interpersonal sensitivity, physical complaints, mental distress and phobia.

Abobo, Francis (2011) found that a study on challenges facing implementation of life skills education in secondary schools in Trans-Nzoia West District, Kenya. Though Life Skills Education is being implemented in secondary
schools, effective teaching is hampered by several factors. The purpose of this study was to investigate challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District. To achieve this purpose, the study was guided by the following objectives: to determine teachers' training on Life Skills Education, find out teachers' and students' attitudes towards implementation of Life Skills Education in secondary schools, establish the level of availability and adequacy of teaching/learning resources for implementing Life Skills Education in secondary schools, analyze on the teaching/learning strategies adopted by teachers to implement Life Skills Education in secondary schools and find out suggestions of teachers and students on the ways of improving implementation of Life Skills Education in secondary schools. A descriptive survey design was used for the study. The target population for the study was secondary schools with a total population of 1965, which constituted: 1800 students, 150 teachers and 15 principals. Out of the 37 public secondary schools in the district, the study sampled 17 schools, giving 46% (including 2 schools for piloting which were not included in the actual study). Stratified sampling techniques were used to group schools into two strata. The study targeted principals, teachers and students of the sampled schools. Purposive sampling technique was used to sample teachers and principals, while simple random sampling technique was used to sample students. A total of 225 respondents were sampled for the study; this constituted: 15 principals, 30 teachers and 180 students. Questionnaires were used to collect data from teachers and students while interview schedules were used to collect data from the principals. Piloting was done to test the validity of the instruments of the study. Reliability was determined by seeking advice from the supervisors. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data while qualitative data were analyzed.
thematically. The study found that most teachers had not been trained on Life Skills Education as indicated by (80%) of the teachers interviewed. It was also found that teachers had negative attitude while students had positive attitude towards teaching of Life Skills Education. Regarding the level of availability and adequacy of teaching and learning resources, the study found that teaching/learning resources such as: charts and pictures, magazines, newsletters, pamphlets and video tapes were available but inadequate in most secondary schools studied. The study finally found that teaching strategies such as: discussions on relevant topics, having debates on relevant topics, having story-telling sessions on different topics, use of case studies on how to solve particular problems, having sessions for questions and answers and the use of songs and dances on relevant themes were inadequately used in the teaching of life skills education. The findings of the study will be significant to KIE as they will use them to revise the training curriculum to incorporate Life Skills Education. Though Life Skills Education is being implemented in most secondary schools studied, it was concluded that effective teaching is hampered by school context factors and therefore, making it difficult for teachers to deliver the relevant content appropriately. The study recommends that teachers should be trained on Life Skills; this was viewed as the best strategy for ensuring effective implementation of Life Skills curriculum in secondary schools.

*Bandhana and Darshana S.(2012)* conducted a study on “Emotional Intelligence, Home Environment and Problem Solving Ability of Adolescents”. Objective: To ascertain the main and interactional effect of emotional intelligence, home environment and sex on the problem solving ability of adolescents. Methodology: A random sample of 1007 adolescents (502 male & 505 females) was selected from government and private higher secondary schools of Jammu City.
Findings: The data was analyzed by using three-way analysis of variance technique (ANOVA). The results revealed that emotional intelligence and home environment has a significant impact on problem solving ability.

Yankah E, Aggleton (2012) conducted a study on effects and effectiveness of life skills education for HIV prevention in young people. To evaluate the effects and effectiveness of life skills-based education for HIV (human immunodeficiency virus) prevention in young people. Studies that evaluated life skills-based education programmes for the prevention of HIV in young people and which included more than one educational session were eligible for inclusion in the review. Included studies had to have a comparison group and meet three out of four inclusion criteria. Life-skills training was defined as including one or more of the following skills-building exercises: communication or negotiation skills; decision-making skills; coping skills or self-management; and risk-reduction skills. Most of the life skills-based education programs in the included studies were implemented in primary and secondary schools and designed for participants in their mid to late teens. The remaining studies were implemented in community settings. The intensity, delivery and duration of interventions varied considerably. Most studies incorporated the intervention into existing sex and relationship education; the remaining studies delivered the intervention as a separate program. Studies were conducted in many different countries, with most conducted in sub-Saharan Africa. Outcomes assessed in the included studies included sexual behaviour, knowledge and attitudes of HIV/AIDS (acquired immune deficiency syndrome) and condom use, intentions, delay of sexual debut and communication skills. Assessment of outcomes varied between studies and ranged from four weeks to 24 months. The authors stated neither how papers were selected for the review nor how many reviewers performed the
selection. The authors did not state that they assessed validity. Data were extracted on change in sexual behaviour, HIV/AIDS and contraception knowledge and attitudes, communication skills and incidence of HIV/AIDS. The authors did not state how many reviewers extracted the data. Studies were combined in a narrative synthesis and were grouped by research design with a higher weight of evidence assigned to experimental studies compared with non-experimental studies. Studies conducted in developing country settings were reported separately to those conducted in developed countries. Twenty five studies (n>64,882, range 114 to 12,800) were included in the review: eight randomised controlled trials (RCTs); 13 controlled pre-test/post-test design; and four non-experimental evaluation design.

_Abbas Mahvashe Vernosfaderani (2013)_ examined a study on the effectiveness of life skills training on enhancing the self-esteem of hearing impaired students in inclusive schools. This research investigates the effectiveness of life skills training on enhancing the self-esteem of 8-16 years-old students with hearing impairment in inclusive schools. The sample was included of 54 students with hearing impairment from inclusive school whom their age and IQ were matched. They were randomly divided into an experimental and a control group (27 students in each group). The participants were assessed by Cooper smith Self-esteem Inventory (58-items version). The gathered data were analysed using the t-test method through the SPSS package. The results showed that training life skills to students with hearing impairment promote their self-esteem. In other words, life skills training are effective for enhancing the self-esteem of hearing impaired students in inclusive schools.
Nayeli Quintero (2013) found that a study on a life skills program to prepare Latino high school students for college and professional careers: a grant proposal. The purpose of this project was to write a grant proposal to develop and fund a Life Skills Program to educate Latino students regarding the college application process and professional careers to pursue a higher education. An extensive literature review was conducted to understand the needs of Latino students and interventions that can effectively assist them to improve their higher education enrollment. The S. Mark Taper Foundation was selected as the funder for this program. The proposed program would be offered through Santa Fe High School, located in the city of Santa Fe Springs, California. If funded, the program will provide Latino students with the skills and information necessary to pursue a higher education, to be competitive in the workforce and have a prosperous life. The actual submission and/or funding of this grant were not a requirement for the successful completion of the project.

Tariq Yousef Jawarneh (2014) conducted a study on life skills of teachers' readiness for their role: implications for higher education. The aim of this study was an assessment of Life Skills (LS) teachers’ perceptions regarding their own level of ability to handle the teaching of LS in the second cycle of basic schooling. The population of this study consisted of all LS teachers teaching at the second cycle of the basic stage of schooling in Oman. A 53-item questionnaire was used to gather data regarding how satisfactory LS teachers felt concerning their level of ability to deal with LS teaching related roles in school. The survey included two sections, demographics and a five-point Likert-type scale. The second section, the perception scale, was designed to obtain information about LS teachers’ perceptions of their ability through the use of 53 expressions, or items, divided over six subscales. These
subscale of the perception scale include: Planning, Execution, Assessment, technical content, vocational counseling, and administrative duties. The results revealed that LS teachers viewed themselves as being able and competent with regard to the skills covered in the areas of planning, assessment, administrative duties and execution. On the other hand, LS teachers perceived themselves as less competent in the topical areas of vocational counseling and technical content. The results also revealed lack of skills among LS teacher on integrating information and communications technology skills in LS teaching. Remedial strategies to raise LS teachers’ level of competence and recommendations for further research are presented.

Carrie-Anne McClay, Katrina Collins and Lynsay Matthews (2015) focused a study on a community-based pilot randomized controlled study of life skills classes for individuals with low mood and depression. Cognitive behavioural therapy (CBT) is recommended for the treatment of depression and anxiety. However, access is limited. Low-intensity approaches such as guided CBT self-help (bibliotherapy) can increase access to treatment and is recommended by UK guidelines. No previous research has explored the provision of group-based guidance/support for a bibliotherapy approach for depression and anxiety in community settings. The objective was to carry out a pilot study of a group guided self-help intervention, using community based recruitment methods. A randomised controlled trial comparing an 8 week CBT group guided self-help intervention to usual care. Recruitment and the delivery of the intervention were carried out in Glasgow and Derry/Londonderry in partnership with national depression charities. Fifty-three people were randomised, however we refer only to the forty-six participants who provided baseline data: 16 males and 30 females, aged 16 or over,
with a PHQ-9 score of $\geq 5$, were recruited from the community. The mean age of the sample was 43.7 (sd = 13) and 93.5% of participants had suffered from low mood for a year or more. There was effective recruitment, randomisation, uptake and adherence with 21 Immediate Access (IA) and 25 Delayed Access Control (DAC) participants. The intervention was highly acceptable to participants attending on average 4.46 of the 8 sessions (sd 3.06), 65.2% attended more than half of all sessions. The mean satisfaction on the Client Satisfaction Questionnaire was 28 out of 32 (sd 4.8). The provisional results in the pilot suggest the intervention may improve both anxiety and depression. At three months, data collection was achieved from 74% of participants. The trial successfully provided estimates of the sample size needed for the future planned trial. Low-intensity group-based classes may offer an alternative method of managing depression and anxiety and warrant further research.

**STUDIES ON THIRUKKURAL**

**G.Porgio (1999)** conducted a study of the Value Perception of students in relation to their Teachers Value Perception. Objective: To develop a value perception scale (VPS) to measure the value perception of Student and Teachers. To find out the students value Perception with regard to Aesthetic, Economic, Hedonistic, Moral, Political, Religions, Scientific, Social, Spiritual, Theoretical and Value as a whole. To find out the perception of students on different values in relation to their sex, community, family, size, income, and educational status of parents, religion, type of school attending, nature of school and location of the school. To find out the significant difference if any in the different aspects of value perception of students studying IX, X, XI & XII Students. To find out the Teachers Value perception with regard Aesthetic, Economic, Hedonistic, Moral, Political,
Religions, Scientific, Social, Spiritual, Theoretical and Value as a whole. To find out the perception of teachers on different values in relation to their Sex, religion, Community, Age, Marital status, Educational Status, subjects taught, Teaching experience, type of the School. To find out the relationship between teachers value perception and Students Value Perception. Methodology: Construction of tool, sample design collection of data, scoring of the answer sheets and various statistical methods employed in the analyses of data. Sample:Nellai District. Selected 8 Higher Secondary Schools (3 Government School, 3 Aided, 2 Matriculation) IX, X, XI, XII. She Selected 1230 students out of 4755 by using simple random sampling technique. She has taken all the 230 teachers for the study. Data: They are contacted through letters and suitable timing for the administration of tool is fixed. Value perception scale with personal data sheet is administered to the students and teachers. No time limit was given. Tools are collected by investigated personally. Analysis: by mean Standard deviation, T-test, F-test and correlation.

**Findings:** Teachers value perception with regard to Aesthetic, Economic, Hedonistic, Moral, Political, Religions, Scientific, Social, Spiritual, Theoretical, dimension has influenced the value perception of students. At the same time religious and scientific values of teachers has not influenced the value perception of the students to a greater extended. There is a significant positive correlation between teacher’s value perception and student’s value perception on each value dimension and value dimension as a whole. There is low positive correlation in scientific value dimension. Moreover teachers and students are having low value perception with respect to economic, hedonistic and political values.
Kapani, Madhu (1990) conducted a study on to find out Education in Human Values Concept and Practical Implication. Problem: The study attempts to analyze education in human values with specific reference to their concept and their practical implications. Objectives: (i) To analyze the concept of human values from different view points, (ii) To explain the nature of the five basic human values of truth, righteous, conduct peace, love and non-violence and their interrelationships. (iii) To draw the educational implications of more human values for the present education system in India. (vi) To suggest changes in the curriculum to incorporate human values at the primary stage of elementary education (age-group 5-11 years). (v) To suggest changes in methods of instruction to integrate human values in the day to day lesson given by teachers at the primary stage of elementary education. (vi) To suggest evaluation procedures for the students performance behaviour related to human values, and (vii) To formulate a model curriculum for education in human values for primary teacher training institutions. Methodology: This is an analytical study of primary and secondary sources - Chiefly of reports of the Education Commissions and Committees set up in India after 1947.

Major Findings: (1) Based on an extensive survey of different reports of Educational Commission and Committees an attempt had been made to suggest Changes in the curriculum for the primary stage of elementary education, (2) Suggestions were given for a suitable methodology of teaching human values through direct incidental and integrated approaches, (3) Suggestions for evaluation procedures to assess students performance and behaviour related to human values were given, (4) 4 model curriculum on the subject of education in human values for primary teacher training institutions had been framed.
K. Saravanan (2013), investigated Project Planning Excerpts from Tamil Classical Literature *Thirukkural*. Over the last few decades project and program management has become very important in every organization to bring more efficiency and effectiveness. There are lot of tools for project management in the current era the objective of this paper to go to the basic and to try create a linkage about the project planning from what Thiruvalluvar has said in *Thirukkural* about ages ago. This examines of structure of systems thinking for the modern scientific approach. The economy continues to grow and regardless of the various cultures in the world still *Thirukkural* is able to offer meaningful advices on the project management for the modern day managers. Tamil language has its root associated with that of the Dravidian family of languages spoken in India (Samuel (Eds.), 1990). In lieu of the above, Hart (2000) claims that Tamil is one of the enriched languages blended with the rich classical literatures and traditions. The richness of the language has still kept it alive among the list of dead classical languages. The language embarks the status of a classical language the essence of which can be noted in its many literary works. The “Tamil” language depicts the literary works of different nature i.e. devotional, societal, philosophical, and ethical. One such oldest literature was *Thirukkural* (here after referred as Kural).

Alka Jain, (2014), studied Rediscovering Six Factor Entrepreneurial Decision Making (EDM) Model in *Thirukkural* ; The study attempts to explore the great treasure of management techniques/models used in ancient India. The book, ‘*Thirukkural*’ has been selected to explore relevant techniques of management in terms of planning and its premises. Relevance of rediscovered six factor model of Management in today’s environment is studied. Purpose of the study is to analyse if the model rediscovered from *Thirukkural* is in similar lines with Entrepreneurial
decision making theories given by management scholars. The study attempts to rediscover six factor ‘Model of Entrepreneurial Decision Making’ from *Thirukkural*. The ancient text has been studied thoroughly and hence the model is discovered. A comparison with modern management theories has also been made with an idea of comparing the system and techniques of *Thirukkural* management with today’s business environment in the 21st century. Such a comparison gives us a glimpse of glorious history of Jain economics and business management in Jain influenced era.

**Finding:** A new venture is exciting and provides endless variety of challenges and opportunities to learn. An entrepreneur should be able to take calculated risk. There is no way to eliminate all the risks associated with starting a small business. However, an entrepreneur can improve chances of success with good planning and preparation. S/he should evaluate strengths and weaknesses before initiating the business. Starting a business takes a lot of research and planning.

*Ajantha Devi & Dr. S. Santhosh Baboo (2014)* investigated Embedded Optical Character Recognition On Tamil Text Image Using Raspberry Pi. Optical Character recognition is used to digitize and reproduce texts that have been produced with non-computerized system. Digitizing texts also helps reduce storage space. Editing and Reprinting of Text document that were printed on paper are time consuming and labour intensive. Optical Character recognition is also useful for visually impaired people who cannot read Text document, but need to access the content of the Text documents. This paper is on Methodology of a camera based assistive device that can be used by people to read Tamil Text document. The framework is on implementing image capturing technique in an embedded system based on Raspberry Pi board. Optical Character Recognition [6] has been an active subject of research since a decade. The rapid growth of digital libraries worldwide
poses new challenges for document image analysis research and development. Digital libraries offer access to larger document collection, and at a faster speed. A number of OCR software [12] – [16] available in market claims 99% recognition accuracy, but in practice these accuracy rates are rarely achieved. Most systems breakdown when input document images are highly degraded. OCR is a process which associates a symbolic meaning with objects (letters, symbols an number) with the image of a character. It is defined as the process o converting scanned images of machine printed into a computer process able format. A methodology is implemented to recognition sequence of characters and the line of reading. As part of the software development [11] the Open CV (Open source Computer Vision) libraries is utilized to do image capture of Tamil text, to do the character recognition. Optical character recognition (OCR) is the translation of captured images of printed Tamil text into machine-encoded text. It is widely used to convert books and documents into electronic files for use in storage and document analysis. OCR makes it possible to apply techniques such as machine translation, text-to-speech and text mining to the capture/scanned. The methodology used in this paper is analysised by using the Tamil image processing on ThirukkuralBook. Thirukkural is a classic Tamil sangam literature consisting of 1330 couplets or Kurals. It was authored by a Jain ascetic Thiruvalluvar, a poet who is said to have lived anytime between 2nd century BCE and 5th century CE. This methodology particularly apparent in the schooling system. Following are the snapshots on result of the analysis. A couplet or Kural consists of seven cir’s, with four cir’s on the first line and three on the second. A cir is a single or a combination of more than one Tamil word. For example, Thirukkural isaciformed by combining the two wordsThiruandKural, i.e. Thiru + Kural = Thirukkural. The Final process of the above methodology is
3.5 SYNTHESIS OF REVIEW OF RELATED LITERATURE LIFE SKILLS


ACADEMIC ACHIEVEMENT

So many researches have been conducted in India and abroad. The investigator has reviewed 58 Indian studies and 40 foreign related studies. They are Ramana (1997) conducted a study on the effect of classroom learning environment.
Involvement, Family Cohesiveness and Academic Achievement in Seventh and Eighth Graders dependent upon their Relative Age”. *Poll William (2010)* conducted a study on student-teacher interactions as a predictor for student academic achievement and success.

### 3.6 CONCLUSION

From the above discussion the investigator could arrive at the following inferences. The investigator could arrive at the following dimensions of life skills as suitable for B.Ed trainees. Such as.

- Self awareness
- Empathy
- Effective communication
- Interpersonal relationship
- Decision making
- Creative thinking
- Critical thinking
- Coping with emotion
- Coping with stress
- Problem solving.

The investigator could arrive at the following training strategies to impact life skills to the B.Ed trainees.

- Discussion
- Debate
- Role play
- Brainstorm
- Story telling
- Songs
- Case studies
- Miming
- Poetry and recitals
- Question and answer.
Many studies are available related to school student and college students. But a very few such study is related to B.Ed trainees to the knowledge of the investigator. The investigator strongly feels that imbibing life skills through Thirukkural will supplement the already existing training programs.