

Chapter - 3

Review of Related Literature

CHAPTER: 3

Review of Related Literature

3.1 Introduction

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.”
- *C. S. Lewis*

Review of related literature provides highlights of related references, background and justification for the research undertaken by the past researchers. As knowledge does not come from vacuum, the researcher is in need to consider the information produced in the past. Hence, the researcher refers to sources like reference books, research journals, articles, dissertations, theses, abstracts etc. It guides the investigator in understanding and defining the problem accurately and systematically. This review helps the researcher to proceed in one’s study and also helps to prepare a proper design for the study.

Review of related literature is one of the significant aspects of research. It enables the researcher to get acquainted with the work done in the concerned area. It also helps to explore the needs of research in unknown and unexplored areas. It develops insights into the methodological aspects of the research. For any researcher, review of related literature forms the basis for the problem identification. It helps to find out ways and means of studying problems, methods used in studying problems, tools used to collect data and the ways for analyzing the data to arrive at a solution. In a nutshell, it helps the researcher to arrive at the proper perspective of the study. In the present chapter, the researcher has presented the review of the literature related to the present study.

3.2 Objectives of Reviewing Related Studies

- To identify gaps in the literature
- To know about past researches and to build knowledge about the present study
- To identify other people working in the same field
- To increase the knowledge about the subject area
- To gain theoretical and research based knowledge for the present study.

3.3 Review of books

Joseph K., Equip yourself with life skills is a book wherein the author has attempted to provide a theoretical as well as practical way through which one can hone ten life skills prescribed by the WHO.

Going through each chapter one comes across major characteristics of particular life skills. In the first chapter, the author describes Critical Thinking as one of the major life skills that an individual should possess for a systematic and comprehensive life ahead. This chapter also includes conceptual framework of critical thinking, definition of critical thinking as defined by authors [Langrehr (2001), Norris (1985), Kurland (1996), Smith (1990), Halpern (1996), Dhand (1988)], importance of critical thinking skills, the dispositions to enhance critical thinking, obstacles that stands in a way of developing critical thinking, way to develop critical thinking, attributes of critical thinkers and concluding remarks on critical thinking.

In chapter two, that is, Creative Thinking, the author provides definition and meaning of creativity as given by different sources [Blond's Encyclopedia of Education (1969), The New Encyclopedia Britannica, Rogers (1972), Edward de Bono (1992), Eiffert (2000), Wycoff (1986), Harris (1998), Alvino (1990), Robert Fritz, Mayer (2002), Albrecht (1992)], importance of creativity, Blocks to Creativity, attitudes to enhance creativity, methods that lead to creativity, way to develop creative thinking, characteristics of a creative person and concludes stating that everyone of us is born with the ability to think creatively to become independent, self-confident, risk-taking, highly energetic, enthusiastic, spontaneous, adventurous, curious, playful and childlike.

The third chapter deals with Making Decisions and Solving Problems wherein the author provides an indepth understanding about the two essential and constantly required life skills. The chapter builds conceptual framework and practical aspects of decision-making and problem solving by providing definitions of problem solving [Fisher (1990), Albrecht (1992), Gaiotti (1999),]and decision making, importance of decision making skills and problem solving skills including the views of D'Abreo (1993), Joseph (2003), Hardingham (1995), factors that lead to successful decision making and problem solving as identified by Fisher (1990), ways/means to make

decisions and solve problems by providing model given by Albrecht (1992), Edward de Bono (1994), Robbins (2003), at last the chapter concludes that Problems are difficult situations that we confront in our lives. Problems pertaining to real life differ fundamentally from those in the technical area. With firm steps we shall be able to stand our ground and bring success both in our personal as well as professional life

Talking about Self Awareness Skills, the fourth chapter, clearly states that self awareness is knowledge about oneself. The chapter identifies four major aspects of self-awareness i.e. emotional self-awareness, behavioral self-awareness, awareness about the locus of control and awareness about the personality type, awareness about the one's social competence. Further, it also states some ways through which one can increase self-awareness. The chapter concludes stating that self-awareness is an overarching knowledge about oneself that helps in building autonomous individuals.

Yet another life skill discussed in the book is Coping with Emotions. The particular chapter includes sub-topics such as what does managing emotions means which includes view of different authors such as Sterrett (2004), Goleman (1998), Gross and Levenson (1997). Further, it also provides necessity to manage our emotions by including views of Goleman (1998) and information about managing negative emotions (anger, anxiety and worry) and positive emotions (optimism and hope, enthusiasm, persistence, motivation) through developing creative thinking. The concluding remark states that emotions (negative or positive) play a vital role in shaping our lives. Thus, individuals should not only manage their negative emotions but also nurture their positive emotions to work for in an attempt to accomplish the goals as well as pursuit towards self-actualization.

The sixth chapter of the book discusses Empathy as one mandatory life skill to be attained by individuals which basically is an individual's ability to understand others and act wisely in human relations to see reality from the other person's perspective or being able to sense what others feel without having to be told by them. The chapter provides definitions given by Gardner (1983), Stone and Dillehunt (1978), Scott (1988), Watson and Hill (1991), Sterrett (2004). It also provides difference between sympathy and empathy and pseudo-empathy by providing definitions of both given by Covey (1992), Acland (1997). Further, the chapter also provides insights into the empathetic listening by providing different levels of listening including views of

Covey (1998), Mc Grath (1996). The co-relation of empathy and self-awareness is depicted in a very lucid and in-depth manner by stating the roots of empathy, what is rapport, how rapport can be established, advantages of building rapport by inculcation of views of various authors. The chapter concludes stating that an individual armed with self-awareness, knowledge of internal states, preferences, resources and intuitions can easily be empathic.

Seventh chapter of the book is on Effective Communication Skills that is an essential component of every human being. The chapter includes sub-topics such as conversation, structure of conversation, maintaining the flow of the conversation, ending conversation, components of human communication, effective communication and additional tips for making communication more. The chapter concludes stating that success as good communicators depends on a number of factors such as our ability to amuse others, our sense of not monopolizing the conversation, our ability to stay focused and limit our talk to matters of interest and relevance to our listeners. Thus, effectiveness of our communication also lies in the adroitness with which we open a conversation, keep it flowing and bringing it to a logical conclusion.

Interpersonal Relations are known as social skills or people skills that help us to understand an individual's relations with people with whom they interact and to relate to them in a positive and mutual manner. This chapter depicts views of different authors including the views of Giblin (2000), Khera (1998). Further, the chapter defines social skills by stating the views of Nelson Jones (2000), Giblin (2001), Fontana (1990), Sterrett (2004). Further the chapter discusses the ways in which social skills may be learnt (family) by providing Carkhuff's (1983), Bandura (1972) views. Further, the chapter states the different levels of relationship (social pleasantries, facts, thoughts and ideas, expression of feelings) and some ways of nurturing relationship skills. Deep insights into thinking skills and interpersonal relationship, professional relationship are provided. The concluding remark of the chapter states that the more an individual is willing to spend time and energy on interpersonal relationships, the better an individual will be in relating it to others.

Kanayo Umeh, Understanding Adolescent Health Behavior – A Decision Making Perspective

To begin by reading the title, one may wonder, whether, if this book is all about a cocktail of explanation for adolescents' behaviors such as peer pressure, parental influence, self-esteem issues, criminal behavior, depression, identity coping, parent-child conflict and so on. In this book, Umeh, the author of the book, from the School of Psychology at Liverpool John Moores University, takes a refreshingly different approach by moving from the conventional explanations of teenage behavior and adolescent health. The primary focus here is on decision making – whether it is a momentary act or a prolonged process, a deliberate maneuver or a subconscious event.

Decision making is a multifaceted and perhaps a mysterious concept, often difficult to measure or track. A highly useful and sound instrument, the ADMQ used in the study, provides some basis for scientific measurement of adolescent decision making. Theoretical articulations about decision making include the centuries old debate about free will and determinism. One of the oldest arguments in philosophy and psychology is the notion of free will, the idea that human beings freely make choices that are independent of prior conditions, personal or situational. Determinism is the ontological assumption which emphasizes every human behavior and experience has a cause.

Also 'choices' are predetermined by antecedent conditions and hence, not subject to free will. Free will contends that people retain the freedom of choice independent of genetic and environmental influences. The concept of 'free will' constitutes the framework on which this book is based. The premise of this book is the seemingly inescapable link between freedom of choice and adolescent health that underpins the whole book.

The second chapter deals with goal setting in the context of adolescent health behavior. The relevance of goals setting in decision making is highlighted as the first stage in the decision making process. Adolescents have a variety of goals- intrinsic or extrinsic while taking decisions relating to health. Health goals need to compete with social concerns and issues relating to physical appearance for priority.

According to the author, adolescents do attach some relevance to health. Although they value their health, they also prioritize physical appearance (e.g. looks, weight)

The predominant role of fear in adolescent decision making is discussed in the next chapter. Fear, it is argued, serves as a driving force, compelling teenagers to adopt any behavior that helps to lighten stress, even if the action is damaging to their health. Fear may operate as a motivation or discouragement that affects the adoption or rejection of a course of action by adolescents. Irrational fear may also have a significant influence on adolescent decision making. It may prevent teenagers from adopting health enhancing measures that magnify their phobia. On the whole, fear seems to be an inescapable feature of the decision making landscape, regarding adolescent health behaviors. Reassurance can mitigate the negative effects of fear on adolescent health behavior.

Consistency in adolescent decision making seems partly dependent on personal and situational factors. Making a public commitment may create a strong urge for consistency whereby, teenagers may feel compelled to adhere to their commitment, to avoid losing face. This can help explain why young people sometimes persist in health compromising behaviors. The chapter concludes with strategies for reducing inconsistency.

Adolescents also exhibit competence in decision making. Competence facilitates balanced judgments in health related decisions making. Personal and situational factors may intervene in decision making on adolescent health behavior.

Avoidance is a recurring phenomenon in adolescent decision making, particularly in difficult situations. Avoidance seems to stop from early childhood learning experiences and triggered by situational factors, in the absence of possible alternatives. Avoidance is manifested as, thought suppression, distraction, shifting of responsibility and ideating only on happy events. Avoidance gives rise to health damaging behavior, nevertheless, it does not prevent a teenager from contemplating on potential health risks and benefits, and making decisions based on these cognitive deliberations. This evasive approach to decision making remains a common feature of adolescents and a major concern for health promoters.

Adolescents do show all signs of impulsivity, craving for excitement, an inability to delay gratification, a sense of alarm and lack of prior thought. They may view impulsivity as a sensible decision making strategy in certain circumstances. Since decisions are poorly thought through, there is a greater chance of important risks being overlooked.

The last chapter deals with the stability and change in the adolescents' decision making styles. Considerable instability can hamper the adoption of appropriate decision making strategies, and the accurate prediction of the resulting health behavior. This book presents a view that adolescents are rather stable and predictable in how they arrive at decisions. Continuity in adolescent decision making styles may depend on contextual factors, such as past experience, identity crises and social transitions. The decision making style becomes more deep-rooted as adolescents get older and approach adulthood. Knowledge about Teenager decision making styles certainly empowers health promoters to evolve appropriate safeguards to overcome defective decision making.

To conclude we can observe that each chapter in the book is well laid out with the objective of learning outcomes, chapter summary and a chapter outline, followed by the text. Appropriate pictures and figures, boxed examples, apt discussions, each chapter concludes with key points, bulleted key terms and suggested reading references to make this book an ideal one for teachers and practitioners in the field.

3.4 Reviews of Studies

Chaudhary (2011) conducted a study of Life Skills Education for Tribal Adolescents: An Intervention Programme. This project made on efforts to develop an understanding of quality of life style among the tribal adolescents. The sample for the programme was a mixed group of 94 students in the age of 13 to 15 years, studying in VII and XI standards of two Gujarati medium schools in Bharuch, which mainly catered to students from low income setting. An intervention programme adopting particularly method was employed to impart life skills training to a mixed group of adolescent students. A pre-test and post-test design was adopted to assess the impact of life skills intervention programme, tools used was questionnaire. Finding of the research indicate that programme helped the adolescents to build the self confidence

and empowered them to gain a better insight into their physical changes, gender as well as HIV/AIDS, and develop positive attitude towards these issues, these sessions helped their self-image and raise their self-esteem as well as boost their confidence level and an integrated sense of identity.

Helaiya (2010) conducted a study on Development and Implementation of a Life Skills Programme for Student Teachers. This study tries to develop a life skill programme for student teacher on ten life skills identified by the WHO. For the study purposive sampling technique was used. By sampling technique 25 student teachers having commerce method during academic year 2008-2009 of the development of education, Faculty of education and Psychology, The M.S.University of Baroda were selected as sample. The tool includes situational tests, life skills inventory, activity feedback sheet, programme feedback sheet, field notes, focused group discussion, participatory observation. The major findings before the programme were out of 21 student teachers, 17 were lacking coping with self confidence or possessed negative thoughts regarding their life. Most lacking life skills were decision making skills and problem solving skills which were lacking in 14 student teachers and those who are weak in decision making skills were also weak in problem solving skill. After the programme, improvement was found in all student-teachers, but the amount of improvement in each life skill is different in all student teachers, they gain self confidence, improvement in self awareness skill, reduces stress in their life, they decide their goal of life and try to achieve it, started thinking critically, started thinking critically for taking decision, became confident and reduced their dependency on others.

Promod & Pereira (2011) conducted a study on the level of Life Skills of Students Teachers of Kerala. The study deals with a gender wise and locality wise study. The present study is intended to study the level of life skills of student teachers of Kerala so that effective Life Skill Training is devised for them. Survey was the major technique used for the descriptive study conducted on a sample of 465 student teacher (B.Ed. students) of five colleges of teacher education affiliated to the University of Kerala, Mahatma Gandhi University and the University of Calicut (representing the south, central and north parts of Kerala) the major tools used was 45 item, five point life skills Scale for student teacher. The major findings were propagators of the

nation's future were not empowered enough to meet the demands and challenges of the day, which require life skill to a great extent.

Jena (2011) conducted a study on Value conflict among school going Tribal Adolescents in relation to their Decision making ability. For the study stratified random sampling technique was used. Investigator has taken 200 school going tribal adolescents (100 male and 100 female) who are studying in 10th class from 10 schools in rural and 10 schools in urban area. Study has been conducted in Korapul, one of the most tribal district of Odisha. The investigator used value conflict scale and decision making ability scale. For analysis and interpretation of data the investigator has used analysis of variance. The study reveals that school going adolescents of urban areas are considered to be advanced as compared to rural areas. It has been observed in tribal areas a school going adolescent can face emotional, social, economic, cultural and geographical problems which creates conflicts on the way of decision making.

Grimes (2001) conducted a study on the impact of Creative Problem Solving (CPS) for general Education Intervention (GEI) team members' ratings of treatment acceptability. The purpose of the study was to examine the impact of training in CPS for GEI team on team members rating of familiarity, accessibility and perceived effectiveness of interventions. There were 89 participants from 23 elementary schools that completed pre and post-test surveys in the treatment (CPS-GEI trained) vs. Control (untrained) group experimental design. Finding of the study are: (1) training in CPS-GEI significantly increases team member's familiarity ratings for all intervention types measured. (2) Training school based problem – solving teams in a specific process will increase team member's familiarity with interventions. (3) Familiarity, acceptability, integrity and effectiveness are interrelated and by changing one variable, other will change.

Sohani (1992) conducted a study to develop a training programme for the student teachers to develop their problem solving skills. Objectives of the study were to develop, implement and to study of the training programme on the development of problem solving skills in the student teachers. The sample consisted of 116 Marathi-medium student teachers from SNDT College of Education, Pune. The tools used were, Raven's standard progressive matrices, Torrance test of creative thinking and the test of Problem Solving Skills developed by the researcher. ANOVA and

ANCOVA used for the analysis of the data. The finding was the mean scores of the experimental group on the problem solving skills were highly significant as compared to those of the control group.

Bharath (2002) of NIMHANS, Bangalore with help of child & adolescent's health and development unit of World Health organization – SEARO, New Delhi designed developed three modules for Std. VIII, IX and X on health promotion using the life skills approach. Their focus is on Nutrition and non-communicable diseases, reproductive health and sexuality and substance abuse.

Vashishtha (2006) conducted a study on class VII students of various schools of Ajmer selected through systematic randomization carried out in three different phases. Questionnaire was used to collect data and chi-square for data analysis. The study found that low achievement groups have higher preferences for Communication skills followed by empathy, creative thinking, problem solving, self-awareness and stress management respectively. Higher achievement group's students preferred problem solving to be major life skills relevant to science and technology. Next are creative thinking, decision making, critical thinking, communication skill, self awareness skill, stress management, empathy and interpersonal relationship in order to their performance. Majority of the students performed problem solving to be the most relevant and interpersonal relationship to be least relevant to science and technology.

The West Bengal Voluntary Health Association (WBVHA) has taken the challenge of introducing it as adolescents Health Education Project to 120 schools, 80 teachers and 7200 students in 4 districts of West Bengal – Calcutta – Bankura – Darjeeling and Dakshin Dinajpur. By popular demands from the parents, teachers, students, and NGO's WBVHA is expanding its experiences in schools based health promotion beyond the coverage of HIV/AIDS and Malaria Prevention and Control. The WBVHA project aims to add knowledge and skills on adolescents' problems and management through an effective and sustainable intervention. Through its project, WBVHA emphasis the importance of personal hygiene, cleanliness, nutrition, understanding psycho-physiological changes during adolescents, counseling for adolescents, self esteem, life skills, reproductive health and HIV/AIDS; gender issues and healthy living.

3.5 Reviews of Articles

Norman, M. N. & Jordan, J. C. in the article Targeting life skills

Introducing the present article the authors of the article referred to skills as a learned ability and in particular life skills as the competencies that assist people in functioning well in the environment in which they live in. Defining the role of Youth development professionals, they suggested focusing 4H on developing skills that are healthy and productive for both youth and their communities.

Processing toward the 4-H Framework, the article stated that it is a pledge that organizes the delivery of experience that support growth and development of youth. It refers to the framework as “targeting life skills model” (Hendricks, 1998) that addresses the skills within five competencies areas that youth development traditionally addresses. The skills in this model are inter-related but they could vary with organizational structures.

Describing the 4-H as Head, Heart, Hand and Health,

The first “H” i.e. **Head** deals with cognition and includes thinking skills like learning to learn, decision-making, problem solving , critical thinking, service learning and Managing Skills like goal setting, planning/organizing, wise use of resources, keeping records and resiliency;

The second “H” i.e. **Heart** deals with affective domain and includes relating skills like communication, cooperation, social skills, conflict resolution, accepting differences and caring skills like concerns for other, empathy, sharing, nurturing, and relationship;

The third “H” i.e. **Hand** deals with psychomotor domain and includes giving skills like Community Service-volunteering, Leadership, responsible, contribution to group and working skills like marketable/useful skills, teamwork, and self-motivation.

Moving beyond the 3-H given by M. K. Gandhi this document emphasize and evolves **Health** as the fourth “H” and includes living skills like healthy life-style, choices, stress management, disease prevention, personal safety and being skills like self esteem, self Responsibility, character, managing feelings and self discipline.

To conclude one can state that the document evolved and added one more “H” in the understanding of the researcher. In the era of Fast food, the Health as one of the 4-H is mandatory to be taken care wherein people perform non-healthy actions.

Washington, V. A. in the article named “Thinking through Problem solving” introduces problem solving skills as one of the important factor in an individual’s life and state that Change hits hard, fast and often and develops the concept of problem solving. It suggests that problems begin with on unanswered question and solving that problem brings change. And as employees everyone needs to possess problem solving skills to positively influence the course of events. The book is divided into several parts with a view to develop problem solving skills by providing relevant examples.

Part 1 of the document deals with ‘What Happens to a Problem Deferred?’ This part includes sub-topics including following points. 1. Problems don’t just go away. 2. Problems create a stink. 3. Problems don’t just dry up. 4. Problems fester and then they run. 5. Problems don’t get lighter the more you pass them around. 6. Problems don’t go down easier with a sugar coating. 7. Problems just explode. The book ends with a famous quote given by Brendan Francis, “The best way to escape from a problem is to solve it.”

Part two of the document is titled ‘The Problem of missing Gumballs’. This part of the article facilitates ten reasons why problems go deferred. 1. People deny that problem is significant, 2. People believe that the problem is someone else’s to solve. 3. People spend more time working on symptoms, creating unnecessary tasks, or fixing the wrong problem. 4. People don’t recognize the problem solving is critical function of every job. 5. No one really understands the link between people, problems, performance, profits and paychecks. 6. People lack in their ability to solve problems. 7. People do not feel vested in the process and the outcomes. They don’t know how to measure their impact, 8. People lack the skills, tools, and access to the resources that are needed, 9. People jump to solutions that have worked in the past and misuse time and resources. 10. Organizations put their confidence in expensive processes for problem solving and invest less in people who must learn to use them.

The third part of the document deals with ‘Two sides of problem solving’ and includes sub-topics like the operational side of problem solving portraying two major

factors affecting clear operational problem solving i.e. unclear goals and the life cycle of problems. The other side of problem solving includes sub-topic called thinking side of problem solving and two challenges on the thinking side of problem solving (i.e. Einstellung effect and Dispositional Effect). It quotes the famous lines of Voltaire, “No problem can stand the assaults of sustained thinking.”

The fourth part of the chapter named ‘The ladder of problem solving’ begins with the famous quote of Albert Einstein, “We cannot solve our problems with the same level of thinking that we used when we created them.”

This chapter outlines five stages that help to develop personal accountability, collaborative problem solving and growth if they are mastered. 1. The Detection Stage, 2. The Inclination Stage, 3. The Capability Stage, 4. The Inquiry Stage, 5. The skilled-Response Stage and 6. The Directed Response Stage.

Chapter five named ‘In the End’ deals with the overall conclusion of the whole document and contains the quote, “Ah, Mastery ... what a profoundly satisfying feeling when one finally gets on top of a new set of skills ... and then see the light under the new door is closing.” Gail Sheely

Dr. Spencer Kagan, Kagan online Magazine. 2003, Addressing the Life skills crisis,

Dr. Spencer, in his article has conceptualized life skill crisis as an imbalance between demand and supply. He has emphasized, that for happiness and success of our students and for productiveness of our society, we need to address life skill crisis first. He suggested that the need of the day was to broaden the curricula to include Life skills. Though this need has been addressed in educational frameworks, it has been observed that no one framework is comprehensive and satisfying. The goal of this article was to draw the connections between quality of life and life skills. It concluded that if we are to maintain quality of life and success in modern work load, we must elevate life skills to the status of core curriculum.

Langley, P & Rogers S. 'An Extended Theory of Human Problem Solving'

The article states that human problem solving has been a central topic in cognitive science. We review the established theory in this area and note some phenomena it does not address. In response, we present an extended framework, cast within a theory of the cognitive architecture, that provides one account of these phenomena and that we illustrate using the familiar Tower of Hanoi puzzle. We conclude by discussing other extensions to be standard theory and direction for future research.

The article introduces human problem solving as one of the vital skills in the life and depicts the picture in the present research based article with illustration. Moving further the article gives reference to the Standard Problem Solving Theory given by Newell, Shaw, and Simon (1958) that focuses on how humans respond when they are confronted with unfamiliar tasks. This theory basically makes a number of claims about human cognition among many other the major claims are (1) Problem solving involves the mental inspection and manipulation of list structures. (2) Problem solving involves search through a space of candidate states generated by operators. (3) Problem solvers utilize means ends analysis. Further the chapter lists out the some additional observations that are not addressed by the standard theory as mentioned below.

- Problem solving occurs in a physical context.
- Problem solving abstracts away from physical details, yet must return to them to implement the solution.
- Problem solving is seldom a purely mental activity, but rather interleaves reasoning with execution.
- Eager execution of partial plans can lead the problem solver into physical dead ends that require restarting the task.
- Learning from successful solutions transforms backward chaining search into informed skill execution.

The next session in the paper extends the theory of human problem solving by inculcating the above mentioned aspects and begins by stating that this theory begins by moving beyond the abstract framework provided by the standard version. Moving

further the steps of problem solving as presented and perceived in the article includes following:

- Physical setting of problem solving
- Abstraction from physical details
- Interleaved cognition and execution
- Problem restarts
- Learning from problem solving

The next in the paper is the model for the tower of Hanoi which basically is a puzzle and describes the Icarus model as the remedy in detail. Concluding remark states that although being incomplete in some manner, Icarus – a cognitive architecture, can develop models for behavior on the Tower of Hanoi and other domains

Srikala Bharat and Kishore Kumar K.V. 2010, Powering adolescents with life Skills education in school mental health program: Does it work? Indian Journal of Psychiatry.

This article studies the impact and implementation of mental health program among adolescents in school using life skills education and teachers as life skills educators. The study found that the Life Skills program was suitable and effective when introduced in schools. Evaluation of the impact shows that the model improves adjustment with school, teachers and also increases pro- social behavior coping as well as self-esteem. There was a significant difference between the behavior of groups in the program and not in the program.

3.6 Implications of The Review of Related Literature

Initially, the investigator found difficulty in acquiring books, articles and other related literatures. However, patience and perseverance paid and later the researcher found relevant literature for review and was able to collect useful information including the concept of life skills, concepts of decision making skills and problem solving skills and so on.

- 1) It is seen that very few researchers in India carry out their research in the field of life skills in other countries. It seems still life skill is an untouched area of research in India.

- 2) After reviewing the literature it was observed that now researchers have started taking interest in life skills as an important factor in social functioning.
- 3) A lot of research has been conducted for material production and developing awareness of life skills but the extent to which it should be applicable is not observed in the society. Despite several NGOs work in the positive direction for the cause of social mobility and developing social functioning as well as social communication.
- 4) It was felt that teacher education is a field where different life skills become imperative and further it may also help in knowing the capabilities as well as a holistic vision of pedagogy.

3.7 Conclusion

Through all the reviews, the researcher was able to perceive divergent views in the area of life skills and could arrive at an in-depth comprehension of the concept of life skills, especially decision making and problem solving skills.

The next chapter in this dissertation is about the methodology of the investigation.