

CHAPTER 4

DATA ANALYSIS

4.1. INTRODUCTION

The present study is to find out the impact of community service learning in the development of life skills among school children. Both quantitative and qualitative methods were used to analyze the findings of the study. This chapter has been divided into two Parts: Part-1 on the assessment of level of life skills among the school children before intervention and Part-2 on the impact of community service learning on enhancing the life skills of the school children. Data from 822 children from 14 schools were collected during pretest to study the level of life skills among them. After the preliminary assessment, intervention study has been conducted among 99 school children in two schools using community service learning as intervention method. In the Part 1, the researcher analyzes the level of life skills in the school children before intervention.

PART I

4.2. LEVEL OF LIFE SKILLS AMONG THE SCHOOL CHILDREN BEFORE INTERVENTION

This part the researcher intends to analyze the data of the school children to establish the level of life skills among the school children in the urban and rural areas. The data was scrutinized on the basis of various demographic variables to see whether it has any relevance in life skills.

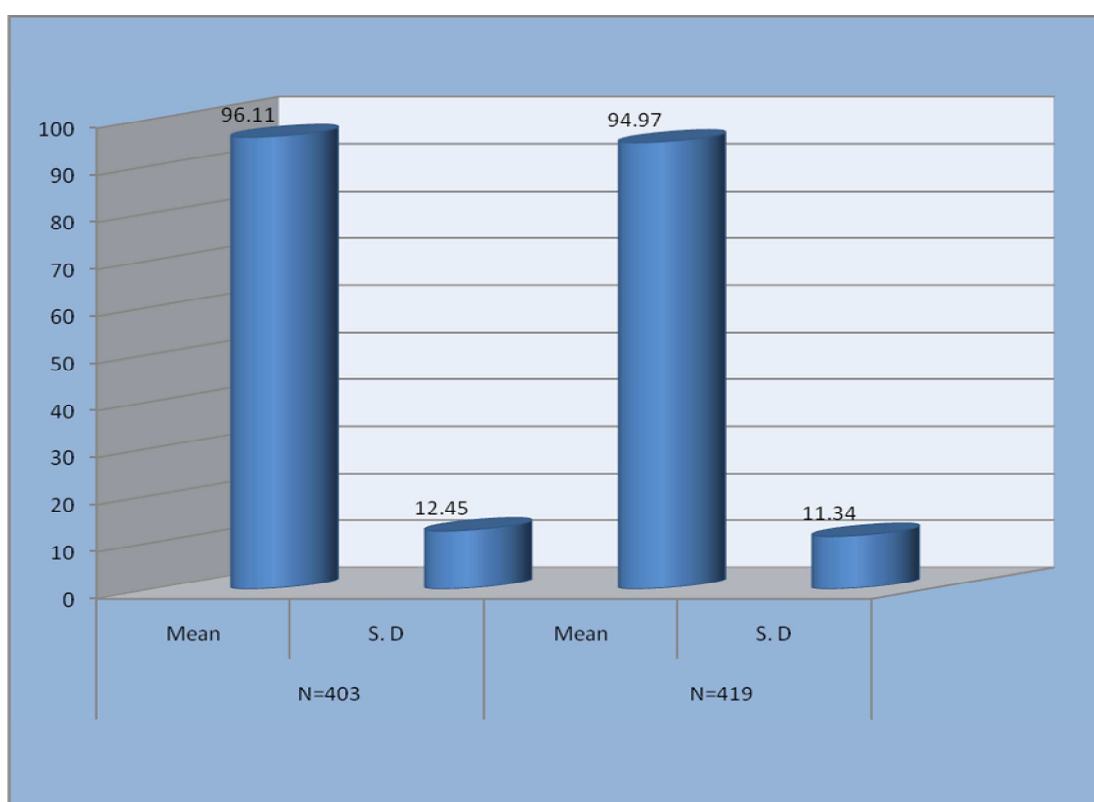
4.2.1. Level of Life Skills

14 school both government and private were selected randomly in the city of Siliguri, West Bengal, to conduct preliminary study on their life skills. The total sample for the preliminary study was 822 school children both boys and girls studying in class 9 between the age group of 14 and 15 years.

Hypothesis 1

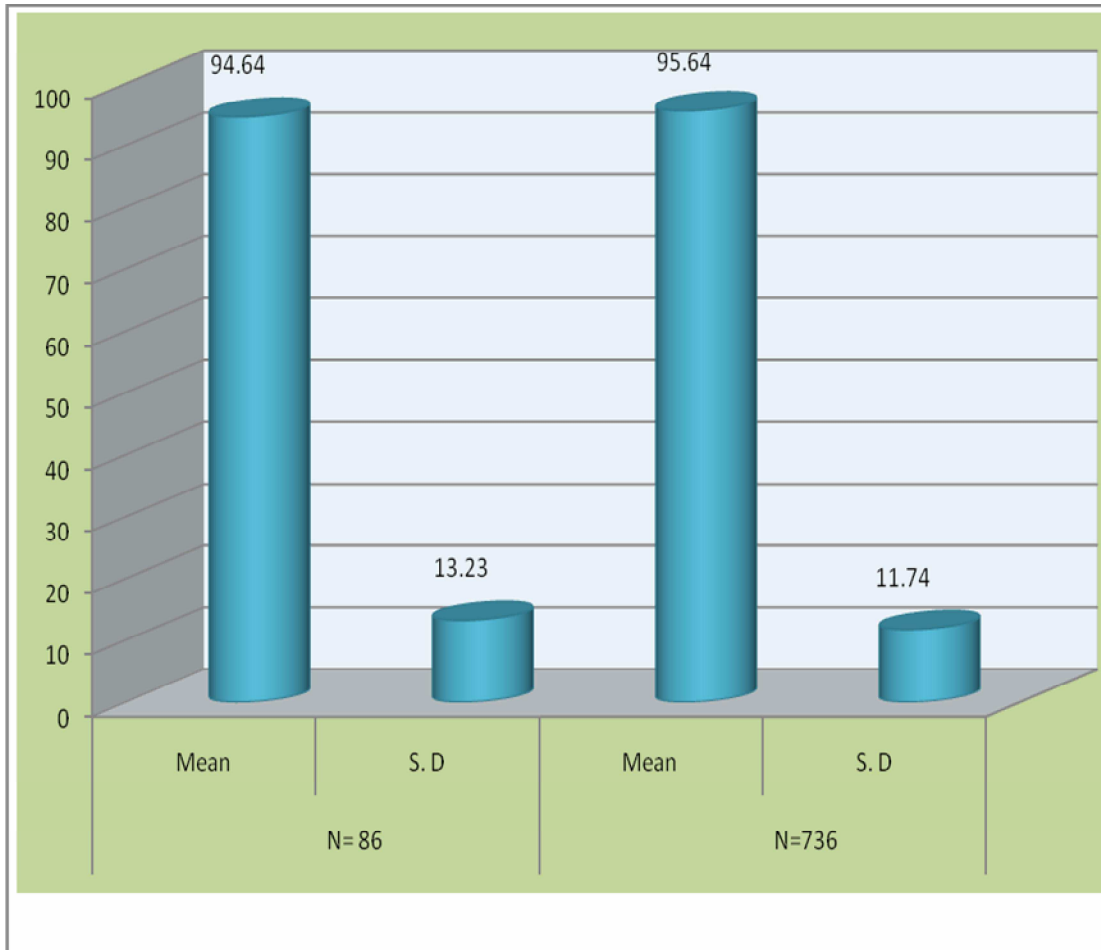
Gender and age have significant influence in the life skills of school children.

Figure 4.1 Mean and S.D of life skills on the basis of gender



The figure 4.1 shows that the overall mean life skills score of boys is 96.11 and girls are 94.97. It shows that the overall life skills score of boys are more than that of girls in the study area. The SD of boys is 12.45 and girls is 11.34 which shows the difference of 1.11 higher among boys. Though the difference is not substantial, the study shows that boys are having more life skills than girls.

Figure 4.2 Mean and S.D of life skills on the basis of age



From the figure 4.2 it is clear that mean shows that the overall mean life skills score of the children who are age 14 is 94.64 and the children of 15 years is 95.64. It shows that the overall life skills score of children of 15 years are more than that of children in the study area. The SD of boys is 12.45 and girls is 11.34 which shows the difference of 1.11 higher among boys. Though the difference is not substantial, the study shows that boys are having more life skills than girls.

Table 4.1 Result of Two-way ANOVA of life skills on the basis of gender and age

Variables	F value Main Effect		F-value Integration Effect (AB)	Significance
	Gender (A)	Age (B)		
Self-awareness	.010	.848	.000	.990
Empathy	.307	.137	.000	.990
Effective Communication	.548	.825	.002	.960
Interpersonal Relationship	10.112**	.261	5.008**	.025
Critical Thinking	4.808**	.100	.188	.665
Creative Thinking	10.842**	.011	2.528	.112
Problem solving	.765	.951	.575	.448
Decision making	.697	.950	.007	.935
Coping with stress	3.735**	4.870**	3.450	.064
Coping with emotion	2.584	.065	1.242	.265
Over all life skills	2.607	.551	.950	.330

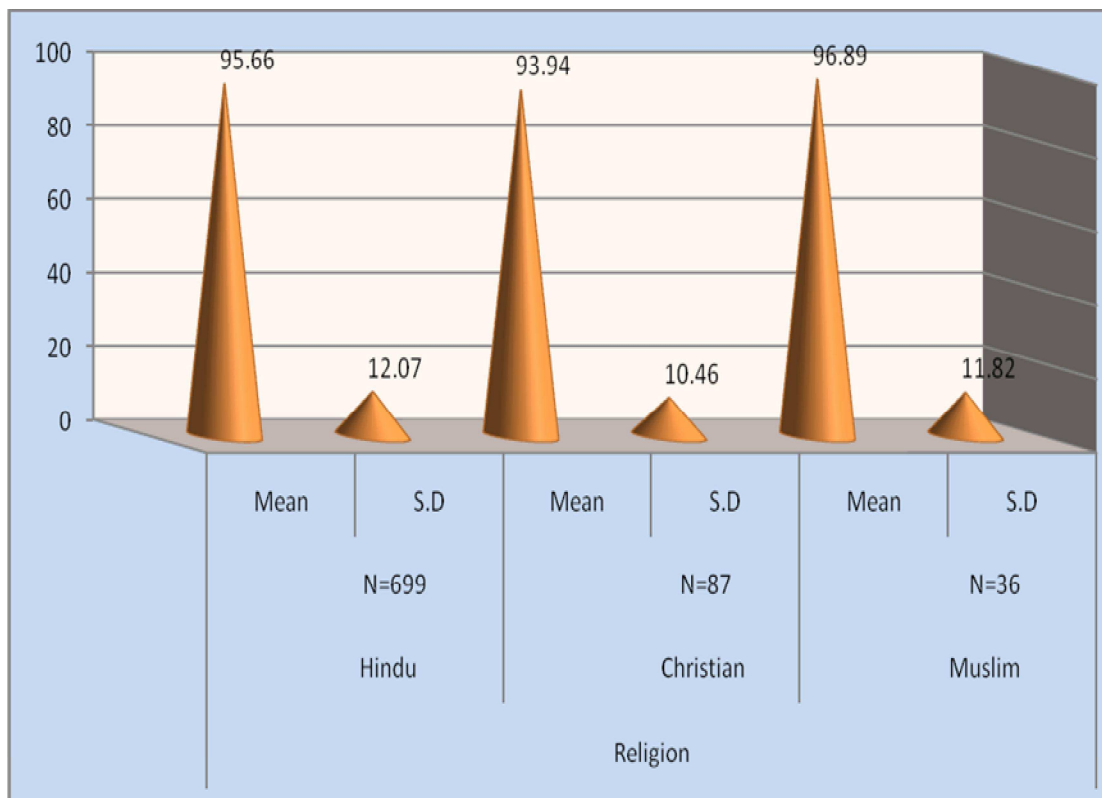
Table 4.1 is analyzed to understand the effect of gender and age on school children's life skills. Gender has effect on interpersonal relationship ($F = 10.112$), critical thinking ($F = 4.808$), creative thinking ($F = 10.842$) and coping with stress ($F = 3.735$). Whereas school children's age has effect on coping with stress ($F = 4.870$). The integration of gender and age have significant on interpersonal relationship. It can be observed that the integration effect of gender and age on interpersonal relationship (gender, $F = 10.11$, Age, $F = .261$ and integration effect $F = 5.008$) is significant at .02 level. From the result it is clear that gender and age don't have significance on self-awareness, empathy, problem, solving, decision making, coping with stress, coping with emotion.

From figure 4.1, 4.2 and table 4.1 it is inferred that gender and age has significance on life skills among school children and hence the hypothesis is accepted.

Hypothesis 2

There is difference in the life skills among school children on the basis of religion.

Figure 4.3 Mean and S.D of religion on life skills



From the figure 4.3 it is clear that there is slight difference in the mean and standard deviation between all three religions i.e. Hindu, Christian and Muslim. The mean score of overall life skills of Hindu was $M = 95.66$ ($S.D = 12.07$), Christian $M = 93.94$ ($S.D = 10.46$) and Muslim was $M = 96.89$ ($S.D = 11.82$). Comparing to Christians the life skills of Muslim and Hindus are higher but not very significant.

Table 4.2 Result of Two-way ANOVA of gender and religion on life skills and over all life skills

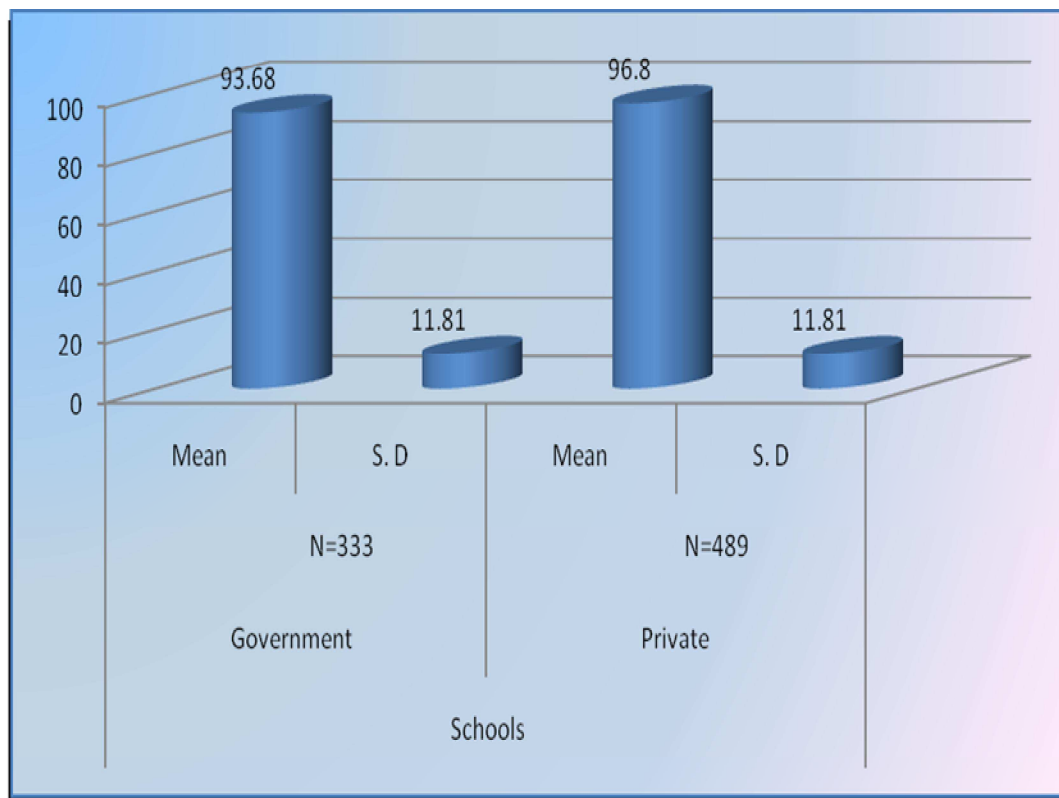
Variables	Main Effect F value		Integration Effect (AB)	Significance
	Gender (A)	Religion (B)		
Self-awareness	.438	2.137	.236	.790
Empathy	.597.	5.650**	1.992	.137
Effective Communication	2.498	5.252**	1.180	.308
Interpersonal Relationship	.778	1.457	3.537**	.030
Critical Thinking	.149	3.496**	.987	.373
Creative Thinking	.505	.110	.739	.478
Problem solving	2.339	3.457**	1.451	.235
Decision making	.534	4.744**	.758	.469
Coping with stress	.115	2.992	.459	.632
Coping with emotion	.081	.145	.818	.442
Over all life skills	.047	1.104	.161	.851

Table 4.2 shows the F value of life skills based on gender and religion. It shows that empathy ($F = 5.650$), effective communication ($F = 5.252$), critical thinking (3.496), problem solving (3.457) and decision making ($F = 4.744$) are highly significant based on religion. The integration effect of gender and religion has influence on interpersonal relationship ($F = 3.537$) only. Even though religion has impact on certain skills, the integration effect of gender and religion don't have any significant impact on overall life skills of school children and hence the hypothesis is rejected.

Hypothesis 3

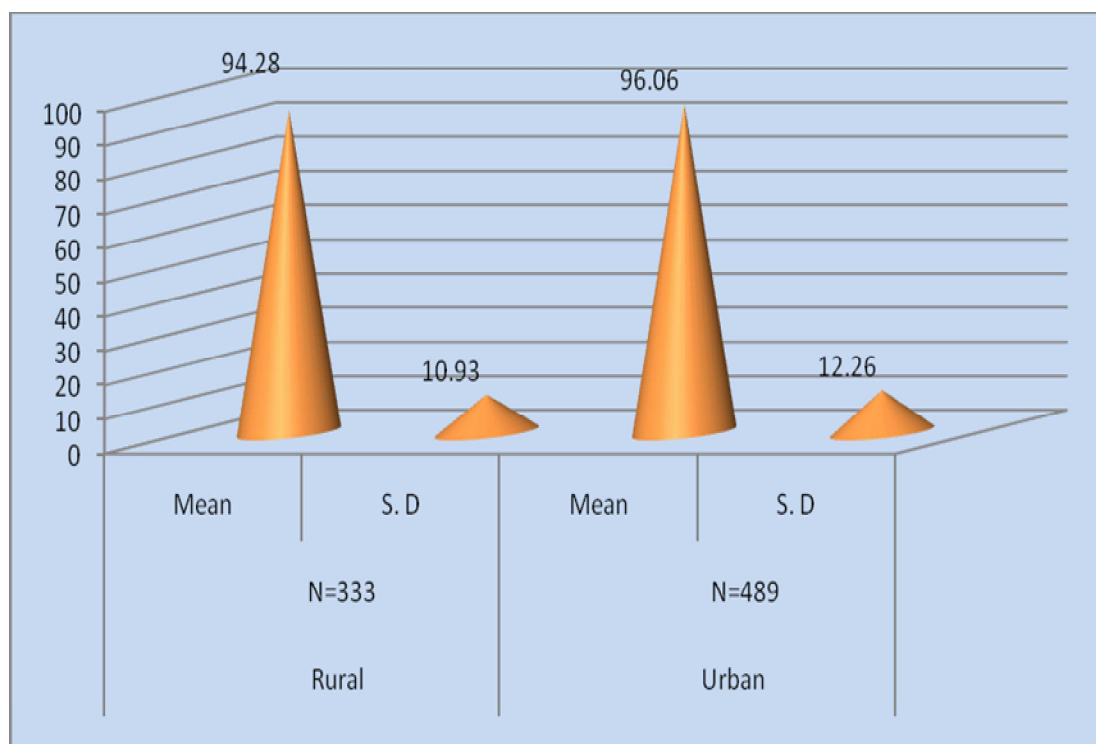
There is significant difference in the life skills of school children on the basis of type of schools and their place of residence.

Figure 4.4 Mean and S.D scores of life skills classified on the basis of schools



The table 4.4 represents the mean and standard deviation of government school and private school. The mean and standard deviation of private school was $M = 96.80$ ($S.D = 11.81$) and government school $M = 93.68$ ($S.D = 11.81$) it shows. The mean score shows substantial difference and it depicts that the life skills of children in private schools are high.

Figure 4.5 Mean and S.D scores of life skills obtained by the respondents on the basis of residence



Mean and standard deviation of school children residing in rural and urban is given in the table. There is not much difference in the mean and standard of deviation of children residing between urban and rural area. The result shows that mean life skills score does not differ sustainably. Hence it is clear from the

The mean and standard deviation of children in rural and urban shows that type of residence of school children has impact on their life skills. The mean score of children from rural area are $M = 94.28$ and urban area are $M = 96.06$. The SD also shows the difference in the score, i.e. 10.93 for rural and 12.26 for urban. The data in table 4.6 and 4.7 shows that, the type of school and residence has significant effect on life skills.

Table 4.3 Result of Two-way ANOVA of type of school and residence on life skills

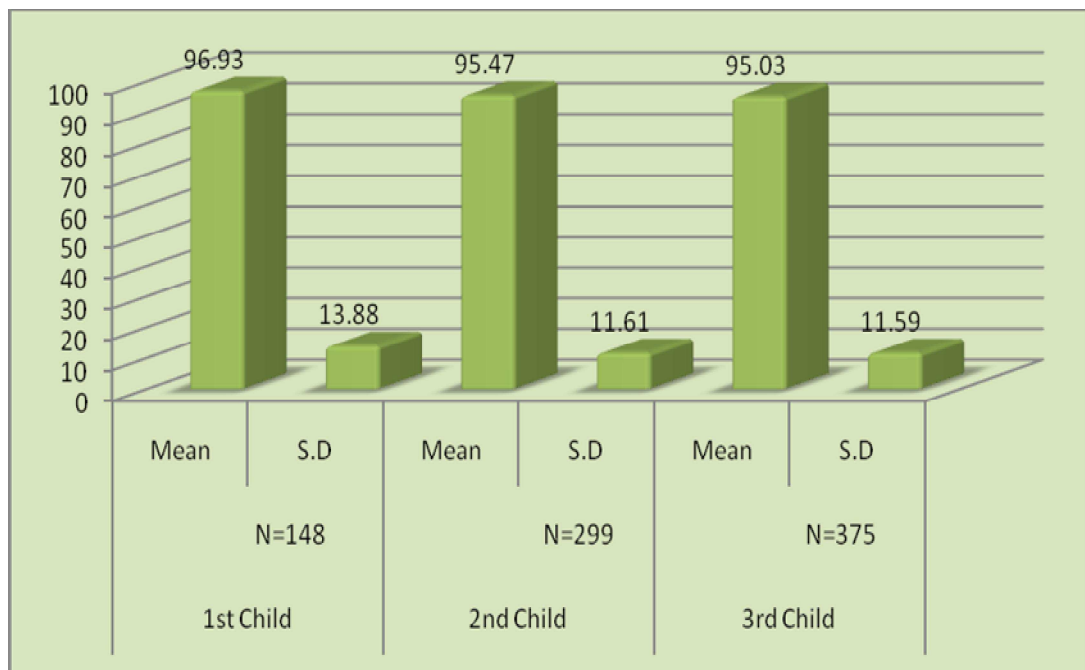
Variables	Main Effect F value		Integration Effect (AB)	Significance
	School (A)	Residence (B)		
Self-awareness	18.504**	10.304**	.732	.393
Empathy	4.479**	15.872**	.013	.909
Effective Communication	.113	.469	.072	.789
Interpersonal Relationship	7.739**	5.526**	1.504	.220
Critical Thinking	8.006**	.092	2.404	.121
Creative Thinking	12.406**	.219	.164	.686
Problem solving	7.991**	2.837	.004	.950
Decision making	13.834**	4.871**	.054	.816
Coping with stress	.149	.472	1.515	.219
Coping with emotion	.545	2.223	.091	.763
Over all life skills	14.985**	4.977**	1.182	.277

The table 4.3 shows that self-awareness ($F = 18.54$), empathy ($F = 4.479$), interpersonal relationship ($F = 7.739$), critical thinking ($F = 8.006$), creative thinking ($F = 12.406$), problem solving ($F = 7.991$) and decision making ($F=13.834$) is highly significant in type of schools and self- awareness ($F = 10.304$), empathy ($F = 15.872$), interpersonal relationship ($F = 5.526$) and decision making ($F = 4.871$) are highly significant based on the residence. The inference of data in table 4.6 to 4.8 shows that type of schools and residence has impact on life skills among school children and the hypothesis is accepted.

Hypothesis 4

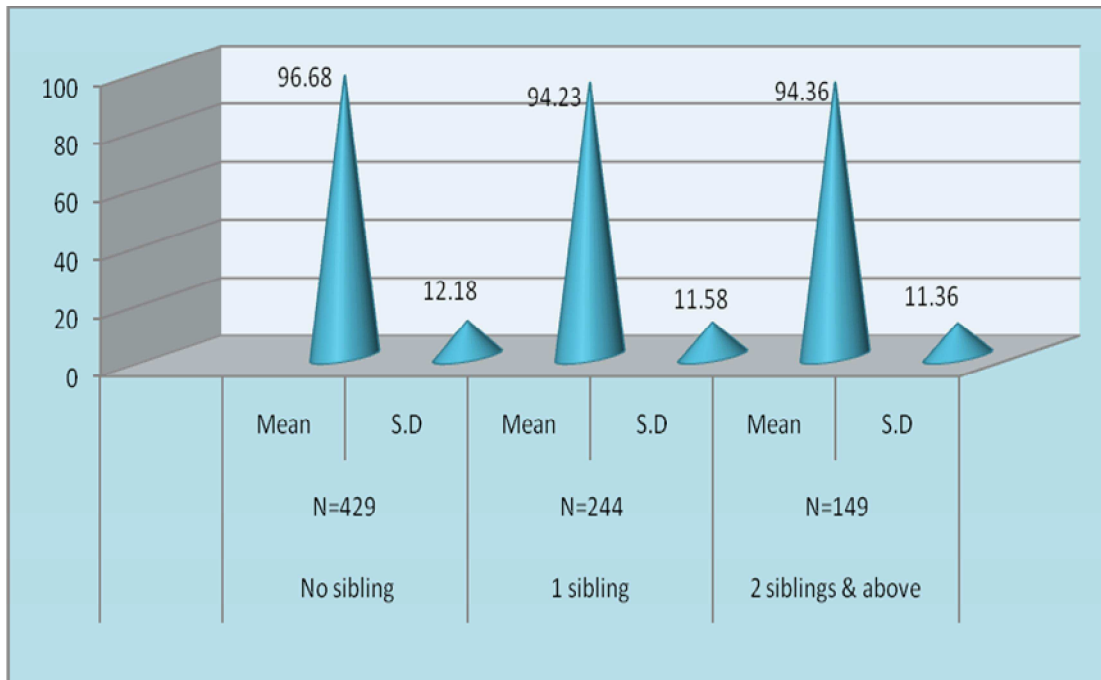
The birth order and number of siblings does not have impact on the life skills of school children.

Figure 4.6 Mean and S.D of school children on the basis of birth order on life skills



The life skills of school children on the basis of their birth order have been analyzed to understand whether the birth order has a significant influence on the life skills. The mean score between 1st child, 2nd child and 3rd child have slight difference in their overall life skills. The life skills score of 1st child was more comparing to other two categories.

Figure 4.7 Mean and S. D of siblings on life skills



From Figure 4.7 it can be observed that there is no substantial difference among the mean score of no siblings, 1 sibling, 2 siblings and above in the 10 core life skills. However the overall life skills mean score for no sibling is 96.68 (S.D = 12.18) with mean score of one siblings is 94.23 (S.D = 11.58) and mean score two siblings is 94.36 (S.D = 11.36). It shows that school children with no siblings have more life skills but not very substantial. The data was further analyzed with two way ANOVA to understand the comparison between the two.

Table 4.4 The result of Two-way ANOVA of birth order and siblings on life skills

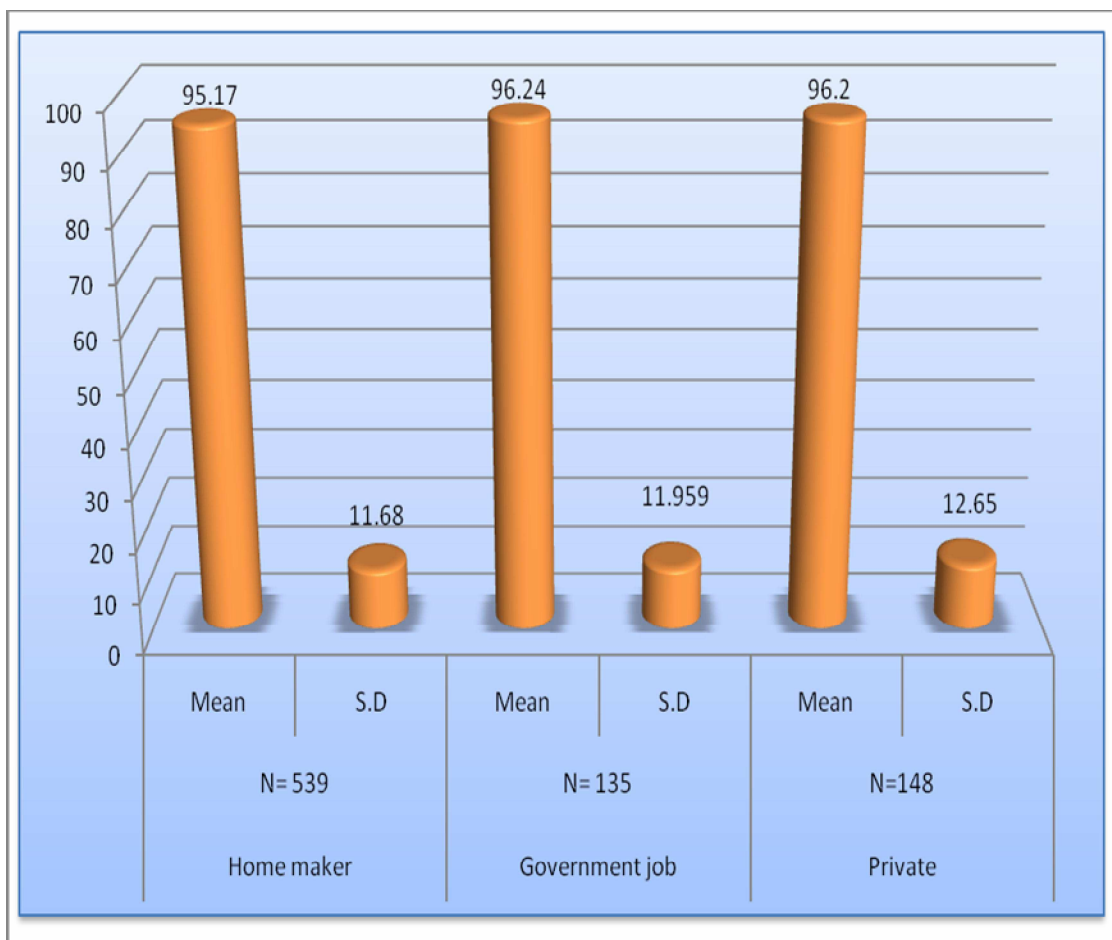
Variables	F-value Main Effect		F-value Integration Effect (AB)	Significance
	Birth Order (A)	Siblings (B)		
Self-awareness	2.24	1.40	1.422	.225
Empathy	1.26	.399	.464	.762
Effective Communication	1.02	.485	1.402	.231
Interpersonal Relationship	1.54	3.50*	1.600	.172
Critical Thinking	1.59	2.85	1.223	.299
Creative Thinking	.091	1.60	.374	.827
Problem solving	2.28	.227	.605	.659
Decision making	.997	.038	.734	.569
Coping with stress	1.95	.573	2.149	.073
Coping with emotion	1.92	2.39	1.807	.125
Over all life skills	2.46	.879	.618	.650

The F-value of birth order shows that there is no significance in any of the 10 core life skills other than the skill of interpersonal relationship ($F = 3.50$) in siblings. The integration effect of F-value of birth order and siblings are not significant in any of the life skills. The result suggests that birth order and siblings don't have effects on life skills of school children hence the hypothesis is accepted.

Hypothesis 5

Mother's and father's occupation and family income will not have significant influence on the life skills of school children.

Figure 4.8 Mean and S.D of mother's occupation on life skills



The mean and SD score of each 10 core life skills and the overall life skills was analyzed on the basis of mothers occupation and the result shows that the life skills of children of mothers with government jobs are relatively high comparing with those in private sector and home makers.

Table 4.5 Mean and S.D of family income on life skills and over all life skills

Variables	Family Income									
	Below 50000 N = 171		50000 – 100000 N = 184		100000- 200000 N = 97		200000- 300000 N = 220		300000 and above N = 150	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
SA	33.23	5.12	33.42	5.62	34.24	5.63	34.20	5.17	36.23	5.21
EM	61.50	7.47	63.66	7.90	65.54	8.45	65.73	8.15	64.22	8.27
EC	27.81	4.20	28.32	4.55	28.29	5.51	28.20	5.51	28.40	4.50
IPR	31.66	5.19	31.88	5.12	33.62	4.92	35.16	6.02	32.77	4.55
CT	35.94	4.47	35.07	5.21	36.79	4.76	37.95	7.08	37.02	5.39
CRT	26.30	4.38	26.19	4.93	26.83	4.44	28.05	5.56	26.82	4.50
PS	30.04	5.01	31.35	5.09	32.18	5.82	32.05	5.02	32.75	5.38
DM	34.64	4.53	35.76	4.47	36.38	4.92	37.81	5.37	36.47	4.28
CS	23.95	5.23	24.34	4.88	24.30	4.64	24.60	4.64	24.40	4.71
CE	31.34	4.71	32.03	4.62	31.89	4.62	31.51	5.45	31.60	5.45
LTOT	93.57	11.34	93.69	11.49	95.79	11.79	96.53	12.11	98.40	12.26

Legend: SA- Self Awareness; EM-Empathy; EC- Effective Communication; IPR- Interpersonal Relationship; CT- Creative Thinking; CRT Critical Thinking; PS- problem Solving; DM- Decision Making; CS- Coping with Stress; CE- Coping with Emotion; LTOT- Total Life Skills

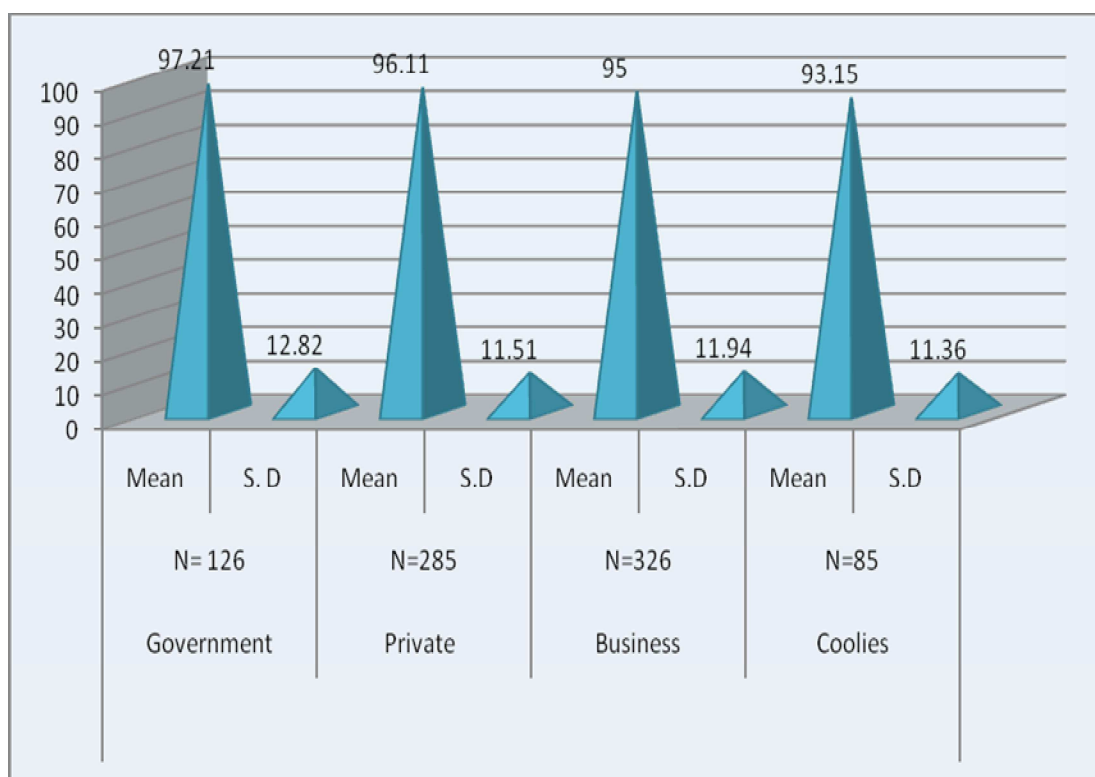
Table 4.5 has proved that the overall life skills of children of parents with higher income have high life skills comparing with lower incomes. The mean score of overall life skills for different income group such as Below 50000, M = 93.57, (S.D = 11.34), income between 50000 – 100000 M = 93.69, (S.D = 11.49), income between 100000 – 200000 M = 95.79, (S.D = 11.79), income between 200000 – 300000 M = 98.40, (S.D = 12.26), income between 300000 and above M = 64.22, (S.D = 8.27). The mean score of higher income is more than of the lower income. The result suggests that children whose family has more income has higher life skills that of children of whose family has lower income.

Table 4.6 Result of Two-way ANOVA of mother's occupation and family income on life skills and over all life skills

Variables	Main Effect F value		Integration Effect (AB)	Significance
	Mother's occupation (A)	Family Income (B)		
Self-awareness	5.14**	1.31	.588	.788
Empathy	5.57**	1.51	1.008	.428
Effective Communication	.943	1.63	2.244**	.023
Interpersonal Relationship	5.32**	1.76	.688	.702
Critical Thinking	4.05**	2.17	1.347	.217
Creative Thinking	2.48*	.940	.573	.801
Problem solving	4.77 **	.591	.824	.529
Decision making	7.23**	.327	.885	.582
Coping with stress	.391	.924	1.766	.081
Coping with emotion	.758	.794	.815	.589
Over all life skills	2.83*	.804	1.033	.409

Table 4.6 shows that Mother's occupation has significant effect on self-awareness ($F = 5.14$), empathy ($F = 5.57$), interpersonal relationship ($F = 5.32$), critical thinking ($F = 4.05$), problem solving ($F = 4.77$) and decision making ($F = 7.23$) at .001 level and there is significant on skills creative thinking ($F = 2.48$) and over all life skills ($F = 2.83$) are significant at .02 level. The integration effect of mother's occupation and income of the family have substantial effect in the life skills of the school children.

Figure 4.9 Mean and S. D of father's occupation on life skills



Mean score of father's occupation groups such as government employee, private employee, business and coolies have been analyzed and found that the children of the father with government jobs have high life skills than those parents with private jobs, business and coolie workers. The result of Figure 4.9 shows government employee $M = 97.21$, ($S.D = 12.82$), private employee $M = 96.11$, ($S.D = 11.51$), business $M = 95.00$, ($S.D = 11.94$) and coolies $M = 93.15$, ($S.D = 11.36$). The results suggest that children of parents working as government employee have more life skills than the other children whose parents work as private employee, business and coolie. This is in alliance with the findings in table 4.12, where occupation of mothers considered. In order to get more clarity two way ANOVA was analyzed to understand the impact of family income and father's occupation.

Table 4.7 Result of Two-way ANOVA of father's occupation and family income on life skills and over all life skills

Variables	Main Effect F value		Integration Effect (AB)	Significance
	Father's Occupation (A)	Family income (B)		
Self-awareness	5.624**	1.52	.400	.964
Empathy	6.141**	.142	1.12	.340
Effective Communication	1.175	2.403	.718	.734
Interpersonal Relationship	4.518**	2.194	.802	.648
Critical Thinking	6.855**	.589	1.63	.079
Creative Thinking	1.819	1.564	.921	.525
Problem solving	4.629*	.704	.818	.632
Decision making	10.961**	3.067**	2.15**	.012
Coping with stress	.554	1.994	1.44	.141
Coping with emotion	.518	1.258	.735	.718
Over all life skills	.804	2.829	.409	.398

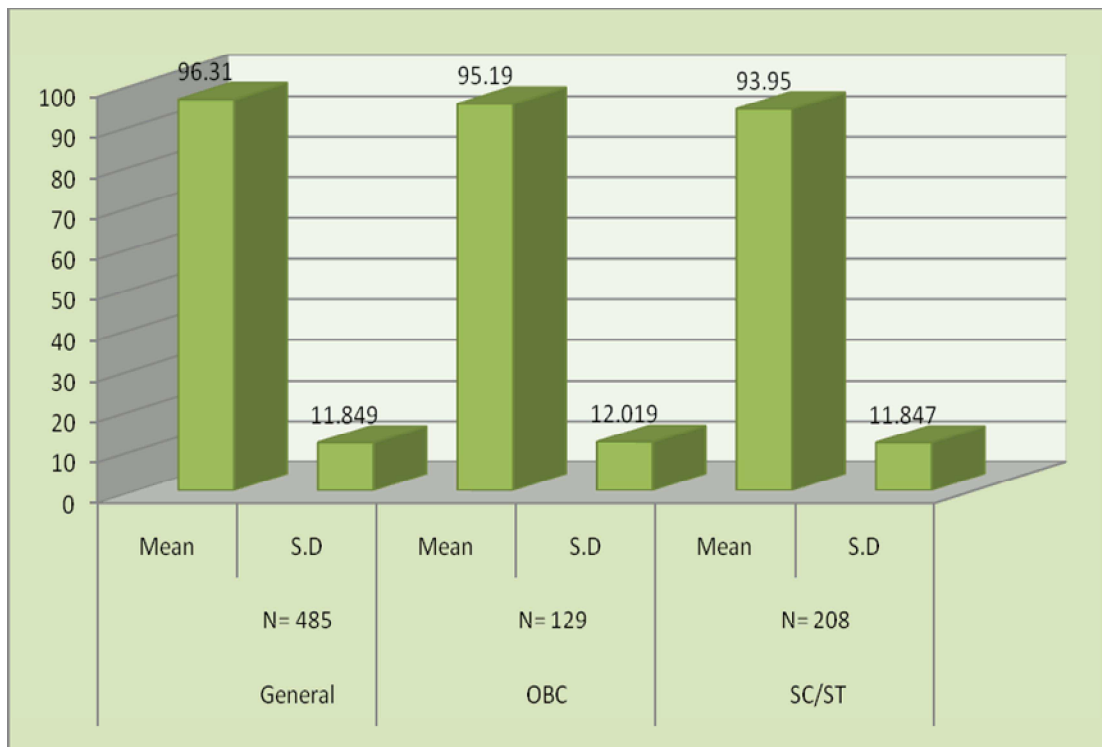
Table 4.7 shows that Father's occupation has high significance on self awareness (5.624), empathy (F = 6.14), interpersonal relationship (F = 4.52), critical thinking (F = 6.86), problem solving (F = 4.63), decision making (F = 10.961) at .001 level. Family income has high significance on decision making (F = 3.07) at .012 level. The integration effect of father's occupation and income of the family has high effect on decision making (F = 2.15) at .01 level. The study shows that the father's occupation and family income has significance influence on the life skills of school going children.

Since the occupation and income of mother and father has significance on the life skills the hypothesis is accepted.

Hypothesis 6

There is significant difference in the life skills of school children on the basis of caste category.

Figure 4.10 Mean and S.D score of life skills on the basis of caste category



From figure 4.10 it can be observed that there is considerable difference in the mean and SD between General, OBC and SC/ST in their level of life skills. General $M = 96.31$, ($S.D = 11.85$), OBC $M = 95.19$, ($S.D = 12.09$) and SC/ST $M = 93.95$, ($S.D = 11.85$). It shows that the life skills increase as the caste hierarchy is higher. One way ANOVA has been conducted to analyze the facts further.

Table 4.8 One way ANOVA on the basis of caste of the respondents

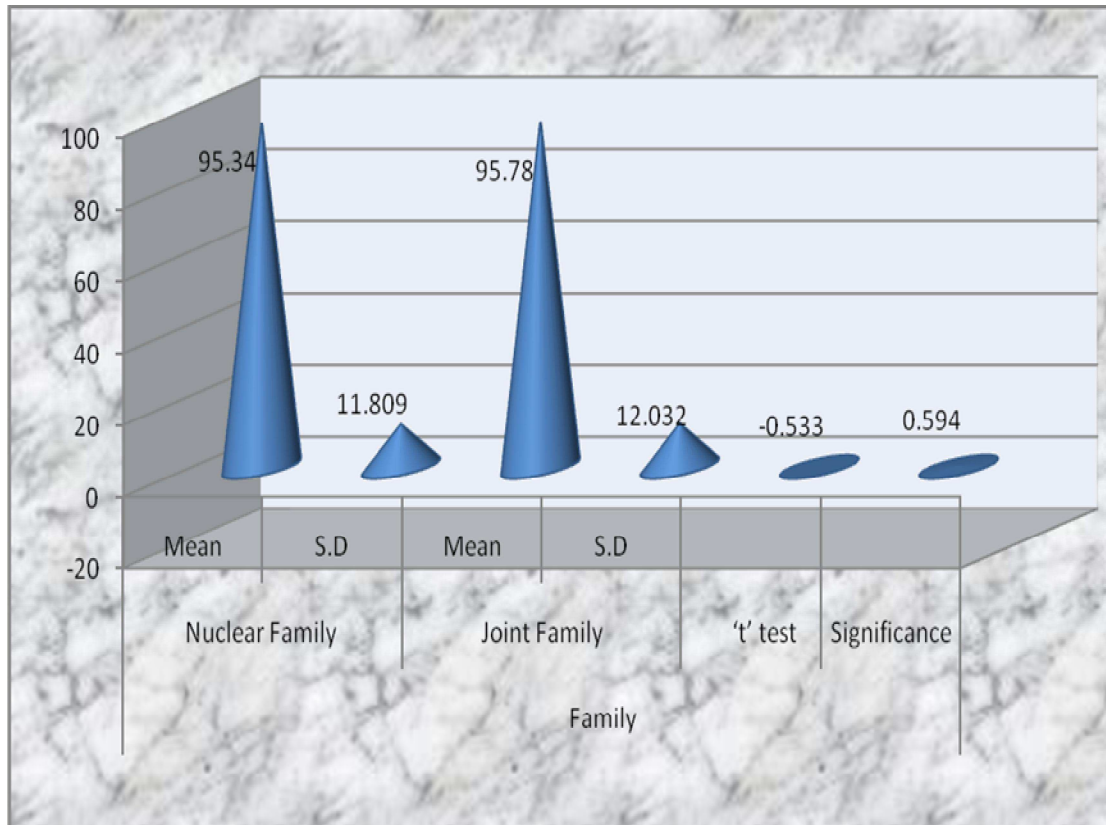
Variable	Sum of Squares		Mean of Squares		F Value	Significance
	Between Group	Within Group	Between Group	Within Group		
Self-awareness	326.827	23732.639	163.413	28.978	5.639**	.004
Empathy	677.627	55533.828	338.814	67.807	4.997**	.007
Effective Communication	110.405	17635.050	21.532	55.202	2.564	.078
Interpersonal Relationship	353.697	20439.813	176.848	24.957	7.086**	.001
Critical Thinking	267.367	22826.993	133.683	27.872	4.796**	.030
Creative Thinking	44.391	16585.600	22.196	20.251	1.096	.335
Problem solving	267.367	22826.993	133.683	27.872	4.796**	.002
Decision making	166.057	19398.697	83.029	23.686	3.505**	.002
Coping with stress	110.548	19305.137	55.274	23.572	2.345	.096
Coping with emotion	33.932	20676.862	16.966	25.246	.672	.511
Over all life skills	827.823	115496.790	413.911	141.022	2.935	.054

The results of the one way ANOVA in 4.8 shows that F-value of 10 core life skills and over all life skills. Self-awareness ($F = 5.639$), empathy ($F = 4.997$), interpersonal relationship ($F = 7.086$), critical thinking ($F = 4.796$) and problem solving ($F = 3.505$) are highly significant at .001 level on the basis of caste of the school children and skill of decision making ($F = 3.505$) is significant at .03 level. There is no significant difference in creative thinking, coping with stress, coping with emotion. However the overall F value is 2.935 which are significant and thus the hypothesis is accepted.

Hypothesis 7

Types of family will not have significant difference on life skills.

Figure 4.11 Type of family and life skills



The figure 4.11 illustrates the difference between nuclear family and joint family in terms of life skills. The result exhibits there is significant difference in decision making ($t = -2.394$) There is no significant difference in self-awareness, empathy, effective communication, inter personal relationship, critical thinking, creative thinking, problem solving, coping with emotion and coping with stress. There is no significant difference in overall life skills score and hence the hypothesis is accepted.

Hypothesis 8

Mother's and father's education would significantly influence the life skills of school children.

Figure 4.12 Mother's education on life skills

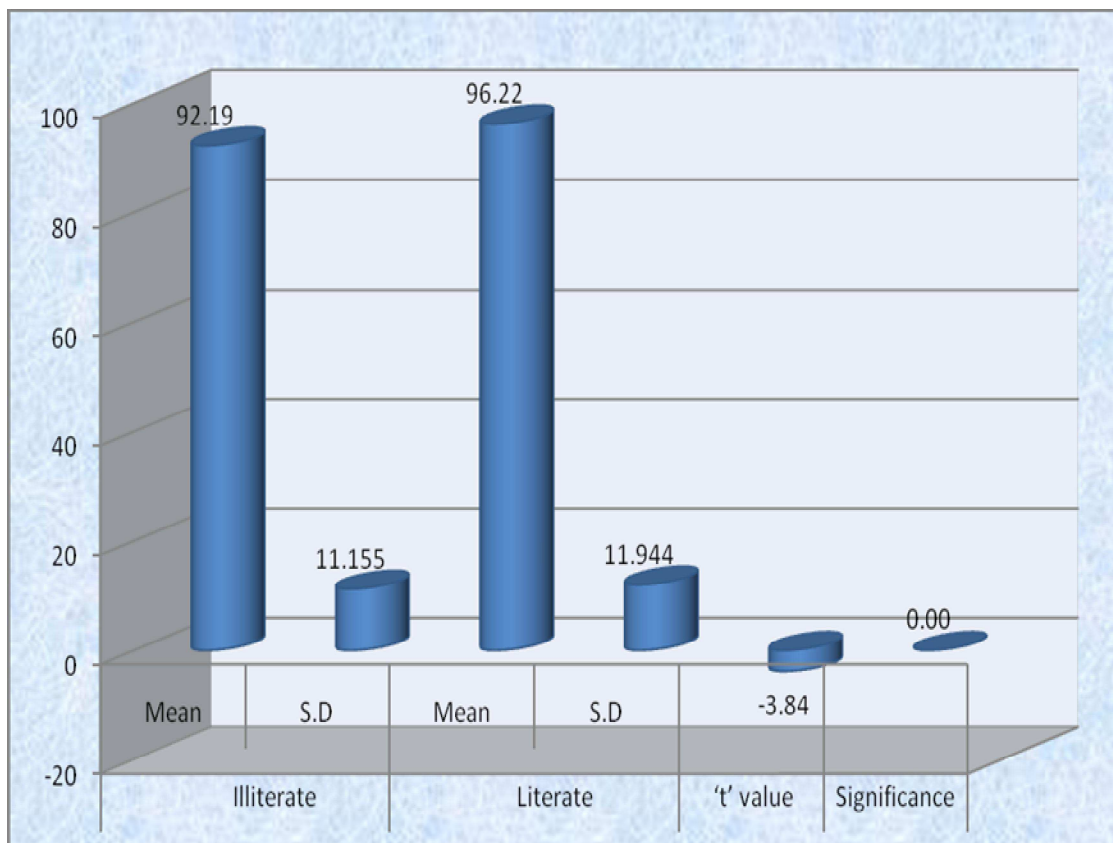


Figure 4.12 clearly denotes that there is significant difference based on mother's education such as self-awareness ($t = 4.193$), empathy ($t = -4.161$), critical thinking ($t = -3.048$), creative thinking ($t = -2.876$), problem solving ($t = -3.598$), decision making ($t = -5.142$), coping with stress ($t=3.601$) and coping with emotion ($t = -3.238$). Whereas there is no significant difference on the skills of effective communication, inter personal relationship. The study shows that the mother's education has high significance in the life skills of children.

Figure 4.13 Mean and S.D of father's education on life skills

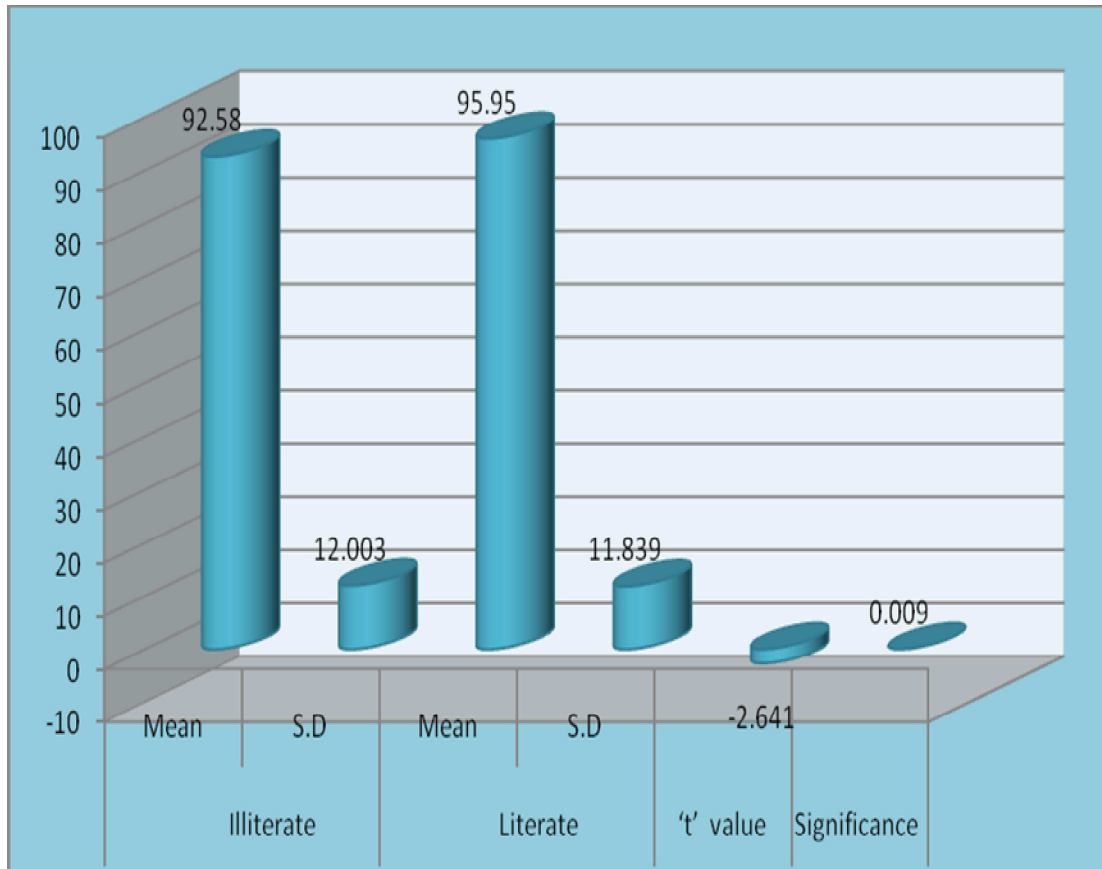


Figure 4.13 clearly denotes that there is significant difference in self-awareness ($t = -3.459$), empathy ($t = -2.482$), effective communication ($t = -2.320$), creative thinking ($t = 2.067$), problem solving ($t = -2.640$), decision making ($t = 4.601$), coping with stress ($t = -2.737$), thinking skills ($t = -3.411$), social skills ($t = -3.345$), civic value ($t = 2.141$), coping skills ($t = 2.141$) and over all life skills ($t = -.2641$). Whereas there is no significant difference on the skill of inter personal relationship, critical thinking and coping with emotion. The study shows that mother's and father's education has high relevance in the life skills of children and hence the hypothesis is accepted.

Discussion

Part I discusses the analysis of various social demographic variables and the interaction between two variables on life skills. This study proves that various demographic variables have influence on life skills. The findings of the study states that each variable may not have influence on all the skills but they have significant influence of few of the life skills. The findings of the study reveal that the interaction of gender and age, schools and residence has influence on life skills. The study conducted by Anuradha (2014) prove that gender and age, type of school and residence has significant influence on life skills as shown in the present study.

The category of gender and religion, birth order and siblings don't have any significant impact on overall life skills of school. These results are in agreement with (Prajina et al., 2015). The research by Sharma, (2003), Lokeswari and Anuradha (2017), and Susan et al. (2013) proves that socio-demographic variables like mother's occupation, father's occupation, family income, mother's education and father's education was significantly associated with high life skills in adolescents. A research done by (Sobkin et al., 2016) showed a significant degree of essential connections between socio-demographic factors of a child's mental development especially gender and mother's and father's education.

In the present study it is found that types of family do not make any significant difference in the life skills of children. It is supported by the study conducted by (Aslan, 2009) which shows that children belonging to a particular types of family don't have any effect on children's participation in school or in development of their skills. From the above study it is clear that learning outcomes may reflect the importance of demographics, such as age, gender, school and residence. Therefore it was felt important that all these factors must be considered when designing a service-learning activity or programme.

PART II

4.3. IMPACT OF COMMUNITY SERVICE LEARNING ON LIFE SKILLS

After assessing the life skills development of school children in 14 schools which are located in Siliguri, it was found that the levels of life skills among school children are low and they needed help to enhance their life skills. There are different forms of life skills intervention methods available across the globe both using direct and indirect methods. Most common form is training the school children in life skills on the basis of a simulated training module. However, the researcher has decided to adopt an innovative way of imparting life skills to the children and that too without giving any formal training. The strategy was to impart life skills to school children by involving them in the form of community service learning. After detailed interactions with the school managements, it has been decided to take up community service learning method for developing life skills among school children. One government and a private school were chosen to implement community service learning module to train them in life skills and its impacts.

Hypothesis 9

Community service learning intervention has a significant impact on developing the life skills of school children.

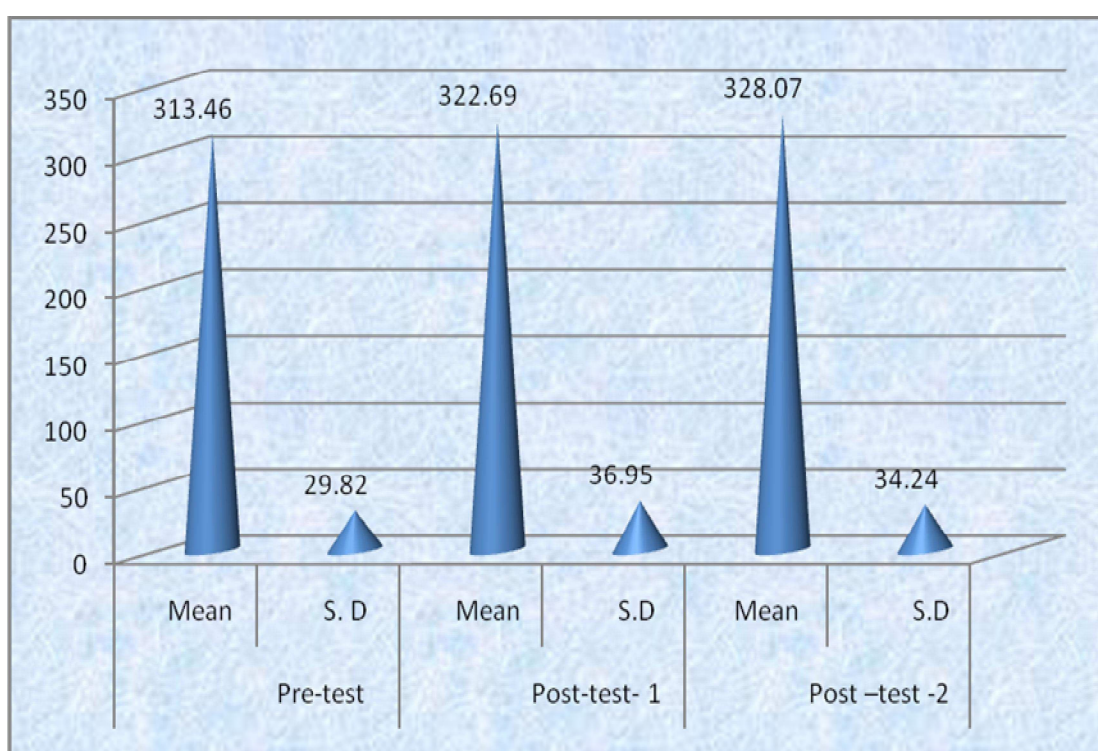
Table 4.9 One way ANOVA of overall life skills score in pre-test, post test I and post II assessments

Variable		Sum of Squares	df	Mean Squares	F Values	Significance
Life Skills	Between Groups	10803.279	2	5401.640	4.729*	.010
	Within Groups	335836.424	294	1142.301		
	Total	346639.704	296			

Significant at .010 level

The overall life skills score in the pre-test and 2 post-test assessments was analyzed and the results of the one way ANOVA shows that F-value is 4.729 which is significant at .01 level. Table shows that the sum of squares between groups is 10803.28 and within groups is 335836.424 and its mean square between groups is 5401.64, whereas within groups it is 1142.30. Mean and SD of the respondents data was further analyzed to establish the development of life skills further.

Figure 4.14 Mean and S.D of different tests on overall life skills



The mean score of the pre-test was 313.46 and standard deviation is 29.82. Immediately after the community service learning intervention, post-test-1 was conducted; its mean score shows that there is improvement in the life skills; Mean score 322.69 and SD was 21.77. The second post test conducted six months after the intervention and the Mean score was shown as 321.41 and S.D was 34.22. The mean of second post test is much higher than that of pre- test and post test I. It clearly shows the life skills of school children have improved over a period of time after the intervention. The data was further analyzed to see the development of life skills in each core skills.

Figure 4.15 Mean and S.D of 10 core life skills in pre and 2 post-tests

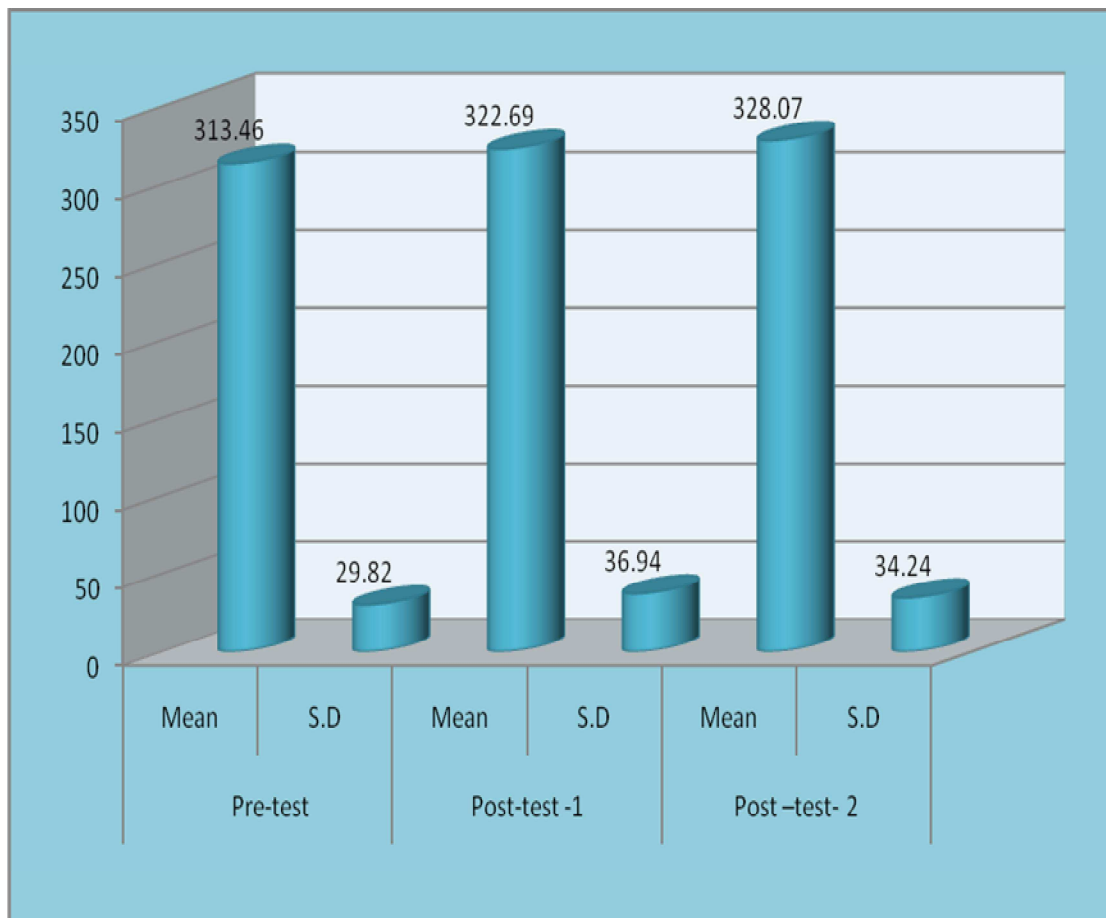


Figure 4.15 shows the Mean and SD of the 10 core life skills. The Mean and standard deviation of pre-test and post-tests shows substantial difference in the life skills due to the intervention of community service learning programmes. The study proved that there is improvement in all the core life skills considering the Mean and SD.

Table 4.10 One way ANOVA of 10 core skills' score in pre-test and 2 post-tests assessments

Variable		Sum of Squares	df	Mean Squares	F Values	Significance
SA	Between Groups	74.424	2	37.212	1.064	.347
	Within Groups	10286.303	294	34.987		
	Total	10360.727	296			
EM	Between Groups	102.976	2	51.488	1.966	.142
	Within Groups	7699.576	294	26.189		
	Total	7802.552	296			
EC	Between Groups	94.384	2	47.192	2.075	.127
	Within Groups	6686.586	294	22.743		
	Total	6780.970	296			
IPR	Between Groups	226.990	2	113.495	4.106**	.017
	Within Groups	8127.253	294	27.644		
	Total	8354.242	296			
CT	Between Groups	68.128	2	34.064	1.239	.291
	Within Groups	8079.980	294	27.483		
	Total	8148.108	296			
CR	Between Groups	210.081	2	105.040	6.148**	.002
	Within Groups	5022.828	294	17.084		
	Total	5232.909	296			
PS	Between Groups	106.108	2	53.054	2.386	.094
	Within Groups	6536.323	294	22.232		
	Total	6642.431	296			
DM	Between Groups	203.414	2	101.707	3.274**	.039
	Within Groups	9134.465	294	31.070		
	Total	9337.879	296			
CS	Between Groups	80.350	2	40.175	1.545	.215
	Within Groups	7645.091	294	26.004		
	Total	7725.441	296			
CE	Between Groups	103.051	2	51.525	1.427	.242
	Within Groups	10613.677	294	36.101		
	Total	10716.727	296			

Legend: SA- Self Awareness; EM-Empathy; EC- Effective Communication; IPR- Interpersonal Relationship; CT- Creative Thinking; CRT Critical Thinking; PS- problem Solving; DM- Decision Making; CS- Coping with Stress; CE- Coping with Emotion; LTOT- Total Life Skills

One way ANOVA has been conducted for all the 10 core life skills. This was compared with their F values. After administering community service learning programmes and when it is assessed among core life skills three core skills i.e., interpersonal relationships ($F = 4.106$) significant at .01 level, creative thinking ($F = 6.148$) is significant at .00 and decision making ($F = 3.274$) is significant .03 level and has shown very high impact, whereas skills also were improved, but not very substantially. The overall life skills ($F = 4.729$) is significant at .01 level.

Table 4.10 (i) Post hoc analysis of life skills pre and post tests

Dependent Variable	(I) PREPOSTF	(J) PREPOSTF	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SA	1	2	-1.030	.841	.473	-3.10	1.04
		3	-1.091	.841	.432	-3.16	.98
	2	1	1.030	.841	.473	-1.04	3.10
		3	-.061	.841	.997	-2.13	2.01
	3	1	1.091	.841	.432	-.98	3.16
		2	.061	.841	.997	-2.01	2.13
EM	1	2	-.586	.727	.723	-2.38	1.20
		3	-1.434	.727	.145	-3.22	.36
	2	3	.586	.727	.723	-1.20	2.38
		1	-.848	.727	.507	-2.64	.94
	3	1	1.434	.727	.145	-.36	3.22
		2	.848	.727	.507	-.94	2.64
EC	1	2	-.808	.678	.492	-2.48	.86
		3	-1.374	.678	.130	-3.04	.29
	2	3	.808	.678	.492	-.86	2.48
		1	-.566	.678	.706	-2.23	1.10
	3	1	1.374	.678	.130	-.29	3.04
		2	.566	.678	.706	-1.10	2.23

Dependent Variable	(I) PREPOSTF	(J) PREPOSTF	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
IPR	1	2	-1.071	.747	.360	-2.91	.77
		3	-2.141*	.747	.017	-3.98	-.30
	2	3	1.071	.747	.360	-.77	2.91
		1	-1.071	.747	.360	-2.91	.77
	3	1	2.141*	.747	.017	.30	3.98
		2	1.071	.747	.360	-.77	2.91
CT	1	2	-1.657*	.587	.020	-3.10	-.21
		3	-1.889*	.587	.006	-3.33	-.44
	2	3	1.657*	.587	.020	.21	3.10
		1	-.232	.587	.925	-1.68	1.21
	3	1	1.889*	.587	.006	.44	3.33
		2	.232	.587	.925	-1.21	1.68
CRT	1	2	-.636	.745	.695	-2.47	1.20
		3	-1.172	.745	.292	-3.00	.66
	2	3	.636	.745	.695	-1.20	2.47
		1	-.535	.745	.773	-2.37	1.30
	3	1	1.172	.745	.292	-.66	3.00
		2	.535	.745	.773	-1.30	2.37
DM	1	2	-1.232	.792	.300	-3.18	.72
		3	-2.010*	.792	.041	-3.96	-.06
	2	1	1.232	.792	.300	-.72	3.18
		3	-.778	.792	.618	-2.73	1.17
	3	1	2.010*	.792	.041	.06	3.96
		2	.778	.792	.618	-1.17	2.73
PS	1	2	.030	.670	.999	-1.62	1.68
		3	-1.253	.670	.176	-2.90	.40
	2	3	-.030	.670	.999	-1.68	1.62
		1	-1.283	.670	.162	-2.93	.37
	3	1	1.253	.670	.176	-.40	2.90
		2	1.283	.670	.162	-.37	2.93

Dependent Variable	(I) PREPOSTF	(J) PREPOSTF	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
CE	1	2	-1.404	.854	.260	-3.51	.70
		3	-.990	.854	.512	-3.09	1.11
	2	3	1.404	.854	.260	-.70	3.51
		1	.414	.854	.889	-1.69	2.52
	3	1	.990	.854	.512	-1.11	3.09
		2	-.414	.854	.889	-2.52	1.69
CS	1	2	-.828	.725	.521	-2.61	.95
		3	-1.253	.725	.226	-3.04	.53
	2	3	.828	.725	.521	-.95	2.61
		1	-.424	.725	.843	-2.21	1.36
	3	1	1.253	.725	.226	-.53	3.04
		2	.424	.725	.843	-1.36	2.21

Legend: SA- Self Awareness; EM-Empathy; EC- Effective Communication; IPR- Interpersonal Relationship; CT- Creative Thinking; CRT Critical Thinking; PS- problem Solving; DM- Decision Making; CS- Coping with Stress; CE- Coping with Emotion; LTOT- Total Life Skills

From the table 4.10(i) post-hoc analysis it is clearly understood that pre-test score of the core life skills of interpersonal relationship, creative thinking and decision making is significantly higher in post-test scores. The result of post hoc analysis shows that there is significant influence on life skills of children based on interpersonal relationship. The difference has occurred between pre-test and second post-test (Mean difference = -2.14, significance = .017, $P < 0.05$). It is also significant on creative thinking between pre-test to first post test (Mean difference = -1.616, significance = .019, $P < 0.005$) and pre-test to second post-test (Mean difference = -1.89, significance = .006, $P < 0.005$). In decision making there is significant difference between pre-test to second post-test (Mean difference = -2.01, significance = .042, $P < 0.005$). This indicates the community service learning programmes are helpful in enhancing the life skills of school children and hence the hypothesis is accepted.

Hypothesis 10

Community service learning has significant impact on Thinking skills, Social skills, and Coping skills.

Table 4.11 One way ANOVA of thinking skills, social skills and coping skill scores in pre-test and 2 post-test assessments

Variable		Sum of Squares	df	Mean Squares	F Values	Significance
Thinking Skills	Between Groups	1986.505	2	993.253	4.489**	.012
	Within Groups	65046.828	294	221.248		
	Total	67033.333	296			
Social Skills	Between Groups	1820.956	2	910.478	3.868**	.022
	Within Groups	69199.374	294	235.372		
	Total	71020.330	296			
Coping Skills	Between Groups	330.391	2	165.195	1.888	.153
	Within Groups	25731.051	294	87.521		
	Total	26061.441	296			

Table 4.11 shows the life skills score in the pre-test and 2 post-test assessments of thinking skills, social skills and coping skills on the basis of one way ANOVA and it depicts that F-value of thinking skills is 4.49 which is significant at .01 level and the F-value of social skills is 3.87 which significant at .02, whereas community service learning has not made significant changes in coping skills.

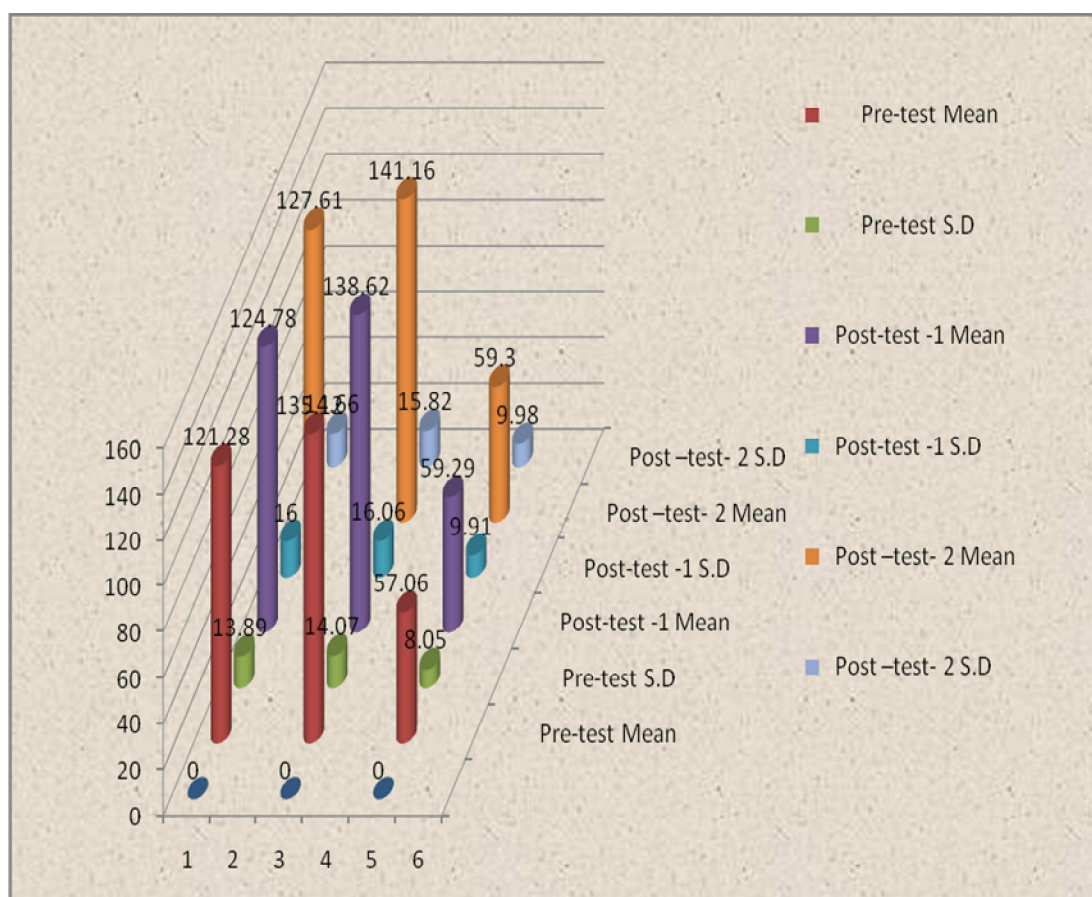
Table 4.16 Mean and S.D of thinking skills, social and coping skills

Table 4.16 show the mean and standard deviation of thinking skills, social skills and coping skills. The Mean of and S.D of pre-test of thinking skill is $M = 121.8$ and $S.D = 13.89$. The Mean and S.D of post test 1 $M = 124.78$, $S.D = 16.00$ and the Mean and S.D of second Post-test $M = 127.61$, $S.D = 14.66$. The Mean of and S.D of pre-test of social skill is $M = 135.12$, $S.D = 14.07$. The Mean of first post test is $M = 138.62$, $S.D = 16.06$ and the second post test is $M = 141.16$, $S.D = 15.82$. It can be concluded that there is substantial difference in enhancing thinking skills and social skills due to the intervention of community service learning programmes. The result proves that the community service learning is an effective methodology for imparting life skills and the hypothesis is accepted partially for thinking skills and social skills.

Discussion

In this present scenario it is important that children learn 21st century skills to face the fast changing world. (Alismail and McGuire, 2015) in their scholarly article illustrate that 21st century skills in the curriculum is not only beneficial to students and teachers, but also necessary to prepare our youth for their future careers to be the innovators of the future. It is important to allow students to be creative and learn the necessary skills and learn in unique ways. It highlights how educators can link students' current knowledge with authentic experiences that motivate, as well as allow them to create and collaborate. (Knowlton, 2003) emphasized the importance of a paradigm shift in our education system which implies a significant change in teaching tools and methodologies. Sabat et al. (2014) suggests community service learning could be one of the models to be introduced in schools to impart 21st century skills. The ability to work well with others in a team is so important in this 21st century than 20th century because needs and demands are different. (Rotherham and Willingham, 2009) specify in order to face the future with confidence the youth of our nation need to be good with following 21st century skills such as complex problem solving, creativity, critical thinking, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation and cognitive flexibility (The future of job report, 2018).

From the result it is clear that community service learning has impact on overall life skills, thinking skills, social skills and it doesn't have any significant effect on coping skills. The present study is supported by Novak, Markey and Allen (2007) meta-analysis proves that the community service learning has positive impacts on the development of skills. The service learning programmes increases team work and leadership. (Lombardi, 2007), Sivalingum and Yunus (2015) in their studies also suggested to focus on social skills which are inadequate in the Malaysian education curriculum and due to which they are unemployed. The present study, community service learning intervention has high significance on social skills and is in tune with their suggestion.

Astin et al. (2000) in their findings emphasized on the impacts of service learning among college students. There is significant difference in academic performance, values, self-efficacy, except the interpersonal skills. The present study has high significance on interpersonal relationship skills. This has proved that community service learning needs to be introduced among the school children at very early stage. When the children are young, it is easy for them to relate and adjust with each other, the children get an opportunity to work in team which keeps changing and they are exposed to face different situations. An analysis shows that self-esteem of student's is strengthened during service learning intervention. It increases the skill of empathy among the students (Brandt, 1998).

Nelson and Eckstein (2008) suggests in their study that emotional skills need to be developed which is so true for the present study in which community service learning intervention doesn't have high significance on coping skills. Coping is one such life skills which is the need of the day. To reduce the effect of stress, coping skills must be imbibed. Coping represents a conscious rational effort to regulate emotions, cognitive, behaviour, physiology and the environment in response to stressful events or circumstances. Stress occurs when the demands placed on an individual exceeds that person's psychological capital. Coping means a conscious effort to solve personal and interpersonal problems along with the efforts to see that the problems are minimized (Pardeshi and Jha, 2015).

4.4. INFLUENCE OF DEMOGRAPHIC VARIABLES ON LIFE SKILLS AFTER THE COMMUNITY SERVICE LEARNING INTERVENTION PROGRAMME

Hypothesis 11

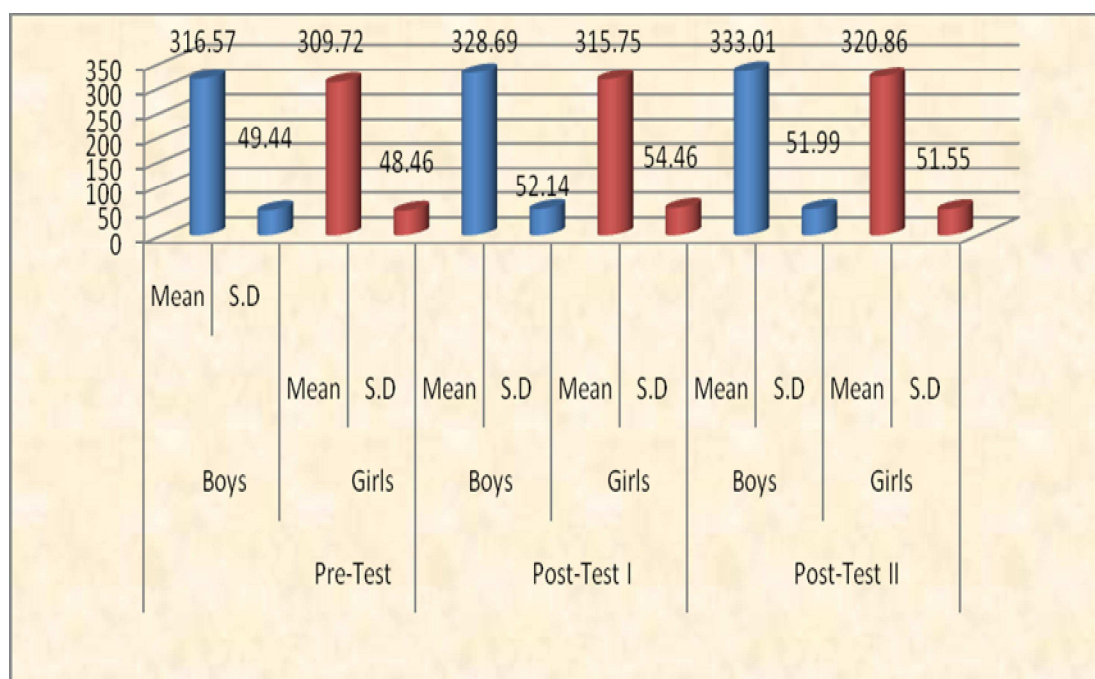
There is no significant difference on the children's life skills after the community service intervention on basis of gender.

Table 4.12 Two-way ANOVA of pre post-test and gender on life skills and over all life skills

Variables	Main Effect F value		Integration Effect (AB)	Significance
	Pre post-test	Gender		
Self-awareness	1.068	.032	.035	.965
Empathy	2.014	6.525**	.044	.957
Effective Communication	1.774	4.282**	1.991	.138
Interpersonal Relationship	4.023**	2.567	.293	.746
Critical Thinking	1.148	1.954	.166	.847
Creative Thinking	6.138**	6.032**	.022	.978
Problem solving	2.288	4.274**	.425	.654
Decision making	3.160*	1.706	.060	.942
Coping with stress	1.495	6.483**	.099	.906
Coping with emotion	1.429	2.846	.068	.934
Over all life skills	4.623**	7.160**	.224	.807

Community service learning has high effect in interpersonal relationship ($F = 4.023$), creative thinking ($F = 6.138$), decision making ($F = 3.160$) and over all life skills ($F = 4.623$) in the pre-post and empathy ($F = 6.525$), effective communication ($F = 4.282$), creative thinking ($F = 6.032$), problem solving ($F = 4.274$), coping with skills ($F = 6.483$) and overall skills ($F = 7.160$) based on gender. In order to understand this further the Mean and SD has been studied.

Figure 4.17 Mean and S.D of gender on life skills pre-post test



Mean and standard deviation of life skills in pre-test, first-post and second post-test show substantial changes in both boys and girls. Mean and standard deviation of boys pre-test, $M = 316.57$ ($S.D = 49.44$), first post-test, $M = 328.69$ ($S.D = 52.14$), second post-test $M = 333.01$ ($S.D = 51.99$). It is clear that there is gradual increase in the enhancing of life skills among the boys after participating in the community service learning programme. The mean and standard deviation of girls in pre-test $M = 309$, ($S.D = 48.46$), first post-test $M = 315.75$ ($S.D = 54.46$) and second post-test $M = 320.86$ ($S.D = 51.55$). There is enhancement of life skills among girls after the community service learning programme.

From the result it is obvious that there is substantial change in the mean score and standard deviation of boys and girls. However, Mean and standard deviation score of boys is higher than that of the mean and standard deviation of girls. Hough community service learning helped in enhancing life skills of both boys and girls the influences in boys are higher as compared to girls. Hence it is concluded that gender has influenced the development of life skills among school children during the community service learning phase hence the hypothesis is accepted.

Hypothesis 12

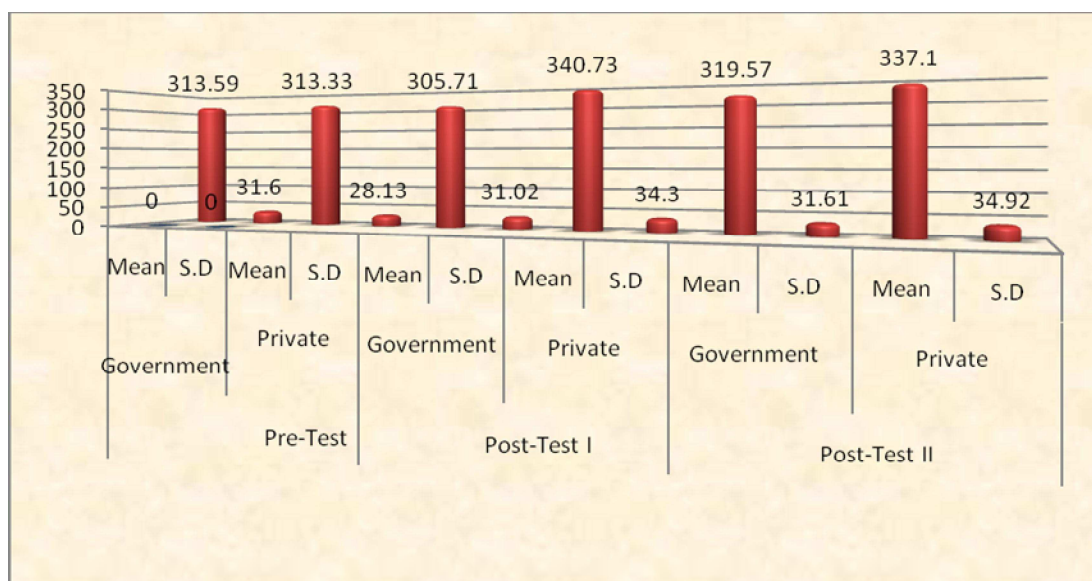
There is no significance on children's life skills after the community service intervention on the basis of type of school.

Table 4.13 Result of Two-way ANOVA of pre and post-test and type of school on life skills

Variables	Main Effect F-value		Integration Effect F-value	Significance
	Pre and post-test (A)	School (B)		
Self-awareness	1.137	8.018**	.848	.429
Empathy	2.053	3.915	2.031	.133
Effective Communication	2.277	3.677	4.677**	.010
Interpersonal Relationship	4.659**	7.527**	10.239**	.000
Critical Thinking	1.300	3.744	1.407	.247
Creative Thinking	6.753**	3.501	5.831**	.003
Problem solving	2.468	13.196**	4.412**	.013
Decision making	3.641	8.839**	5.276**	.006
Coping with stress	1.649	14.685**	2.264	.106
Coping with emotion	1.646	29.822**	1.068	.345
Over all life skills	5.518**	22.027**	7.516**	.001

The F-value of pre and post-test is seen in table 4.14 and it depicts that interpersonal relationship ($F = 4.659$), creative thinking ($F = 6.753$) and over all life skills ($F = 5.518$) are highly significant after intervention. Whereas, the type of school has high influence on self-awareness ($F = 8.018$), interpersonal relationship ($F = 7.527$), problem solving ($F = 13.0196$), decision making ($F = 8.839$), coping with stress ($F = 14.685$) and coping with emotion ($F = 29.8222$) after intervention. The integration effect of pre and post-test has effect on effective communication ($F = 4.677$), interpersonal relationship ($F = 10.239$), creative thinking ($F = 5.831$), problem solving (4.412), decision making ($F = 5.276$) and are significant at 0.01. The Mean and SD value of life skills on the basis of type school also has been analyzed to see the impact of community service learning in life skills development.

Figure 4.18 Mean and S.D score of life skills on the basis of type of schools



The Mean and SD score of life skills after interventions have substantial improvement. The government school Mean score and SD is Pre-test $M = 313.59$ ($S.D = 31.60$), first post-test $M = 305.71$ ($S.D = 31.02$), second post-test $M = 319.57$ ($S.D = 31.61$). The mean of the first post-test is less than that of the mean of the pre-test and second post-test, whereas, the mean score of the second post-test which was conducted after six months was very high than that of the pre-test and Mean and SD score of private schools during pre-test $M = 313.33$ ($S.D = 28.13$), first post-test $M = 340.73$, ($S.D = 34.30$), second post-test $M = 337.10$ ($S.D = 34.92$). The first post-test Mean and SD score which was conducted immediately after the community service learning programme was very high as compared to that of the pre-test. The second post test mean score and standard deviation which was conducted after six months of community service learning programme was higher than that of the pre tests whereas slight difference in Mean score comparing to post tests.

It can be concluded that there is substantial change in the pre-test, first post-test and second post-test. Community service learning has effect on the life skills of children studying both in government and private schools but the result shows the children studying in private schools life skill is more enhanced than that of the government school children. The hypothesis is rejected.

Hypothesis 13

There is significant difference on the children's life skills after the community service learning intervention on the basis of residence.

Table 4.14 Two-way ANOVA of pre and post-test and residence

Variables	Main Effect F value		Integration Effect (AB) F-value	Significance
	Pre and post-test (A)	Residence (B)		
Self-awareness	2.076	.042	1.172	.311
Empathy	1.346	.018	.724	.486
Effective Communication	.062	.035	.405	.667
Interpersonal Relationship	1.477	1.795	.701	.497
Critical Thinking	.234	2.937	.312	.733
Creative Thinking	1.727	2.340	.836	.434
Problem solving	.914	3.548	.060	.941
Decision making	1.566	.515	1.429	.241
Coping with stress	2.081	.057	.918	.400
Coping with emotion	.054	.011	.488	.614
Over all life skills	1.742	.444	.384	.681

Table 4.14 has not shown any significant change in the score regarding life skills and type of residence of school children in enhancing their life skills after community service interaction. However, in order to get a clear understanding of the change in Mean and SD score of children on the basis of their residence whether rural and urban these were taken during pre- test and two post-test. Table 4.34 gives the picture of the same.

Figure 4.19 Mean and S.D score of school children on the basis of their residence

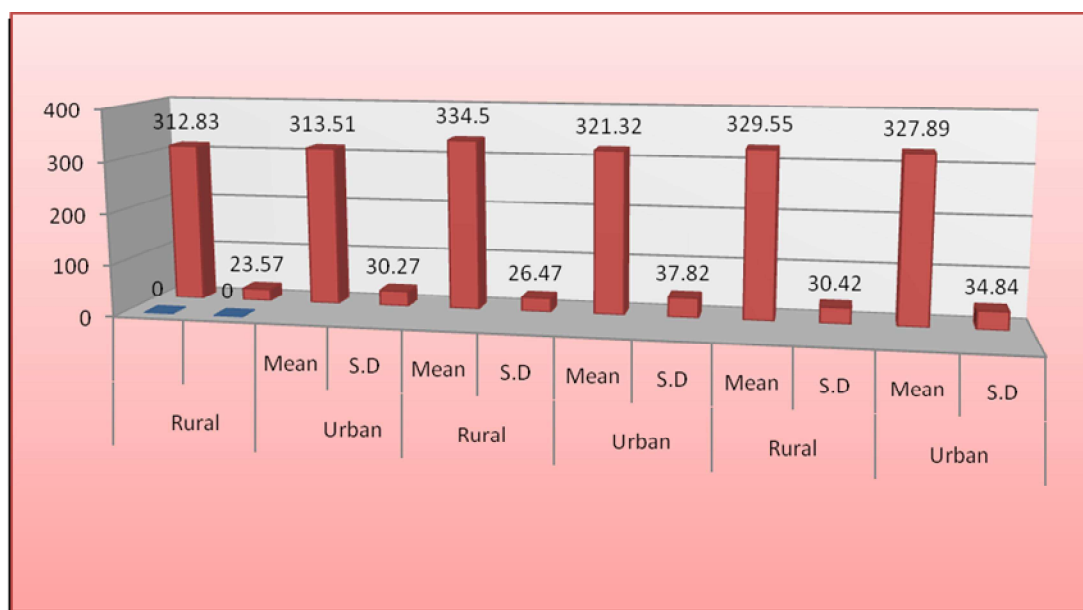


Figure 4.19 shows that mean score and standard deviation of children residing in rural and urban area. The Mean and SD score of school children residing in rural area is pre-test $M = 312.83$ ($S.D = 23.57$), first post post-test $M = 334.50$ ($S.D = 26.47$) and second post-test $M = 329.55$ ($S.D = 30.42$). The Mean and SD of school children residing in the urban area in pre-test $M = 313.51$ ($S.D = 30.27$), first post-test is $M = 321.32$ ($S.D = 37.82$) and second post test is $M = 327.89$ ($S.D = 34.84$). There is a substantial change in the Mean score of children residing in the urban area. The Mean of the first pre-test is higher than that of post test and Mean of second post-test test is higher than the post-test and first pre-test.

From the above explanation it is clear that there is enhancement of life skills after community service learning intervention among the children from both urban and rural settings and hence the hypothesis is accepted.

Hypothesis 14

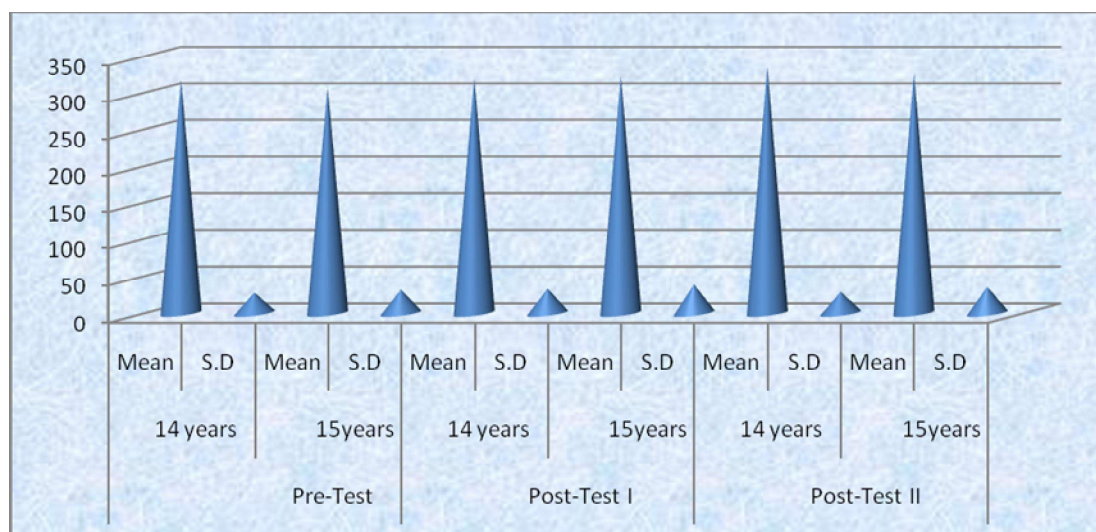
There is significant difference on the children's life skills after the community service learning based on the age of the school children.

Table 4.15 Two-way ANOVA pre and post-test and age on life skills

Variables	Main Effect F-value		Integration Effect F-value	Significance
	Pre and post-test	Age		
Self-awareness	1.083	1.162	1.001	.369
Empathy	3.628**	6.307**	.369	.692
Effective Communication	1.502	1.450	.523	.593
Interpersonal Relationship	4.136**	.041	1.044	.353
Critical Thinking	1.316	.188	.503	.605
Creative Thinking	8.160**	3.238	1.007	.367
Problem solving	2.151	1.345	.190	.827
Decision making	2.465	.407	.563	.570
Coping with stress	2.319	3.092	.310	.734
Coping with emotion	1.131	.913	2.333	.099
Over all life skills	5.073**	1.305	.874	.418

The F-value of pre and post-test in life skills is significant in empathy ($F = 3.628$) interpersonal relationship (4.136), creative thinking (8.160) and overall life skills ($F = 5.073$). The school children's age has effect on empathy ($F = 6.0307$) which is highly significant at .00 level. The interaction effect of pre and post-test and age has no significant impact on any of the skills and over all life skills. However, the Mean and SD was calculated on the basis of pre and post tests to analyze the impact of age in life skills after community intervention.

Figure 4.20 Mean and S.D of life skills on the basis of age



Mean and SD score of school children of 14 years is pre-test $M = 318.30$ ($S.D = 307.89$), first post-test is $M = 320.05$ ($S.D = 32.63$) and second post-test is $M = 335.75$ ($S.D = 28.53$). There is a substantial increase in life skills among the school children of 14 years. The mean score of second post-test is higher than that of the pre-test and first post-test. The result indicates that there is an effect on children's life skills after taking part in a community service learning programme and even after six months without any intervention of a community service learning programme.

The school children of 15 years Mean and SD score pre-test $M = 307.89$ ($S.D = 31.56$), first post-test is $M = 323.35$ ($S.D = 38.12$) and second post-test is $M = 326.59$ ($S.D = 35.19$). It is clearly understood that there is a substantial change in the mean score of school children who are of 15 years. Community service learning intervention has an effect on the children of 15 years straight after the intervention as well as after six months even without any intervention.

From the above result it is clear that community service learning has an effect on the life skills of the school children of both 14 years and 15 years. Comparing the effect of community service learning on both the age groups, it is observed that community service learning has more impacts on the life skills of the school children of 14 years than that of the school children of 15 years. The hypothesis is accepted.

Discussion

This section analyzed the impact of community service learning and various demographic variables on life skills. It is observed that community service learning intervention has significant impact on developing life of school children. There are many studies done on the impact of service learning which goes with the present study and its findings. Rhee and Sigler (2010) have stated in their study that participation in community service learning course allows students to acquire tangible skills that will prepare them to face the future with confidence, also will prepare them to be future leader who will have a better understanding of how effectively take charge in their communities and in workplace. Service learning experience leads to improvements in communication skills and ability to delegate tasks while working with others in a group (Gregorová, Heinzová and Chovancová, 2016).

In the course of community service learning the children learn to connect the theoretical knowledge to do something worthy for the community and the problems they face. The experience of doing something to solve the issues enhances the moral reasoning and problem solving (Eyler and Giles, 1999). A study conducted by Chavez-Yenter et al. (2015) approves of the present study on community service learning has impact on thinking skills and empathy. The skill of empathy motivated the students to do more for the development of the community. A study conducted by Sevin et al. (2016) support the present research that children who have been engaged in service learning increased their interpersonal skills. During the intervention the children worked in a group which was changed regularly which challenged them to mingle with many in the group. They were put in a situation where they had to interact with the peer and with the members in the community. This is one of reasons in the present study that there is higher significance on interpersonal skills.

In this study it is found that after participating in community service learning there is a high effect on decision making which is approved by Hamilton and Fenzel (1988) who found that those youth who participate in service learning learn how to shoulder responsibility to plan, make decision, solve problem related to real issues in the community. Children, who participate in the team based service learning, develop

emotionally intelligent traits self-awareness, self-management, social awareness and relationship management (Einfeld and Collins, 2008; Astin and Sax, 1998). They develop the ability to cooperate and collaborate as a team. While working in a group students gain self-confidence individually, thus enhancing the team members self-efficacy to succeed and overcome challenges and obstacles they encounter while working together (Gullicks, 2006; Gutheil, Chernesky and Sherratt, 2006). This study also showed that the significance of empathy, inter personal relationship and effective communication of school children has enhanced tremendously after participation in community service learning (Warren, 2012).

The findings of (Geringer et al., 2013) indicate that academic major, age and ethnicity had a strong impact upon student community service learning experiences. Gender had only a minor impact on these student outcomes. The present study proves to support the findings of experiment that males tended to have higher mean score than females across all the skills after service learning intervention.

4.5. IMPACT OF COMMUNITY SERVICE LEARNING PROGRAMMES ON CIVIC VALUE, CIVIC RESPONSIBILITY AND STUDY HABIT

During the course of study, the researcher has decided to understand the civic values, responsibilities and study habit of the children and how it changes after their participation in community service learning programme. The data collected has been analysed to see the impact of the same.

Hypothesis 15

Community service learning programmes has improved the civic values, civic responsibility and study habit of school children.

Table 4.16 One way ANOVA of civic value, civic responsibility and study habit score in pre-test and 2 post-tests assessments

Variable		Sum of Squares	df	Mean Squares	F Values	Significance
Civic Value	Between Groups	91.502	2	45.751	3.770*	.024
	Within Groups	3568.162	294	12.137		
	Total	3659.663	296			
Civic Responsibility	Between Groups	123.697	2	61.848	4.316**	.014
	Within Groups	4213.212	294	14.331		
	Total	4336.909	296			
Study Habit	Between Groups	172.855	2	86.428	3.811*	.023
	Within Groups	6668.283	294	22.681		
	Total	6841.138	296			

* Significant at .02

** Significant at .01

The score in the pre-test and 2 post-tests assessments of civic value and civic responsibility was analyzed and the results of the one way ANOVA shows that civic value score in pre-test and 2 post-test assessments has shown that F-value 3.770 which is significant at .02 level. The sum of squares between group is 91.50 and within group 3568.16. The mean square between group is 45.75 and within group is 12.14 and the F-value of civic responsibility is 4.316 which significant at .01. The sum of squares between group is 123.70 and within group 4213.21. The mean square between groups is 61.85 and within groups are 4.316. The sum of squares between groups is 172.86 and within group is 668.28. The Mean squares between groups is 86.42 and within groups is 22.68. The F value is 3.811* which is significant at .02 level. The study has shown that community service intervention has enhanced the civic values and responsibility and study habit of the school children tremendously and hence the hypothesis is accepted.

Discussion

Community service learning intervention has impact on life skills and beside life skills it has also positive effect on civic value, civic responsibility and study habits (Brandes and Randall, 2011). In their study explained that when children participate in service learning they become aware of the social issues that prevail in the society. They become more sensitive to the needs of others and they begin to build a meaningful relationship with themselves and others in the community which leads to a feeling of self-worth that they are useful (Lundy, 2007). They gain personal satisfaction that they can do something for others. (Stewart, 2012) conducted a study on community based service-learning and youth empowerment and it is emphasized that it is an effective method to impart moral values and it empowers the youth to realize their full potential as individuals and citizens. The pedagogy is a catalyst for youth to become responsible adults and contributing members of their community and society at large.

Students who had many hours of service learning and reflection tend to become responsible citizen and they significantly do better in numerous civic responsibilities and are academically more successful. Community service learning

experience awakens them to ask few questions which leads one to be responsible for their own actions (Scales, 1999). They are left with the feeling of wanting to do and solve the problem to help the community which motivates them to become socially responsible (Markus, Howard and King, 1993). Children gain leadership quality while they are involved in community service learning and it develops students as positive, contributing members of society (Prasertsang, Nuangchalerm and Pumipuntu 2013). If the youth are involved in community based service learning with the opportunity of having high degree of student voice in the programmes, they will own the projects and as result they will be interested in political knowledge and engagement, positive attitude towards out-groups and desire to be politically active and cynicism toward the government declined (Morgan and Streb, 2003). The students involved in community service activities gain a sense of social responsibility and a deeper understandings of the problem faced by the communities in which they serve (Koh et al., 2014). Jesuits mission of community based service learning experience enabled students to develop self-awareness, and confidence in interpersonal relations, the importance of clear communication of ideas and attentive listening (Gross and Malony, 2012). When the students and community members worked together with each other, the students became aware of their social responsibility and roles of good citizenship (Hervani and Helms, 2004).

Community service learning is a learning pedagogy which connects the concept that is learnt in the classroom is put into practice in the form service. Dewey's philosophy of doing a meaningful project to produce learning from experience has numerous effects in academic achievement. The study habit of children become healthy and not so much of theory based but instead experience based (Giles Jr, 1999). According to Bransford et al. (2000) community service learning is form of experiential learning where a student is encouraged to transform factual knowledge into usable knowledge. It requires critical thinking, a theoretical application of knowledge to practical situations and higher order skills of analysis and subjects. Children who participate in service learning develop an understanding of when and how knowledge which can be applied in different contexts. The students participating in community service learning experience begin to develop an interest towards to their

academic subjects as it being practiced practically. They also learn to keep target to complete their study related work on time. Students are motivated to learn because they see the usefulness of their learning. They came to believe that their knowledge can contribute to their local communities. They are able to connect between current knowledge, previous experiences, and the service or academic task at hand (Swartz et al., 1998). This study is accorded with the research of Terry (2008) who discovered that the community service learning instruction promoted creative thinking and helped solve problems of the community. The findings in able 4.37 express the studies conducted by the above authors.

4.6. INTERRELATIONSHIP BETWEEN 10 CORE LIFE SKILLS

Hypothesis 16

There will be significant relationship between 10 core life skills.

Table 4.17 Relationship between 10 core life skills

	SA	EM	EC	IPR	CRT	CT	DM	PS	CE	CS
SA	1									
EM	.484**	1								
EC	.129**	.237**	1							
IPR	.341**	.360**	.164**	1						
CRT	.443**	.436**	.153**	.423**	1					
	.432**	.508**	.260**	.379**	.432**	1				
DM	.327**	.523**	.286**	.265**	.239**	.368**	1			
PS	.495**	.836**	.198**	.380**	.448**	.512**	.597**	1		
CE	.134**	.111**	.275**	.160**	.118**	.165**	.185**	.095**	1	
CS	-.012	-.049	.253**	.063	-.066	-.062	.191**	-.077*	.213**	1

Table 4.17 shows that self-awareness, empathy, effective communication, Inter personal relationship, creative thinking, critical thinking, problem solving and coping with emotions are positively correlated to each other. From the correlation matrix, it can be seen that correlation between empathy and problem solving is very high ($r = .836$). Problem solving is highly correlated with critical thinking ($r = .512$) and decision making ($r = .597$). Empathy highly related with critical thinking ($r = .512$)

and decision making ($r = .523$). Coping with stress is positively with related effective communication ($r = .253$), problem solving ($r = .191$) and coping with emotion ($r = .213$).

Discussion

The result shows they depend on each other and a combination of skills will enhance the abilities of the school children. This study is supported by Daisy (2018) where the ten core skills are related each other which is supporting the present study. In the present study the 9 core skills are related to each other whereas coping with stress is not positively related to other life skills. The present research fulfils the gap that exists in the study that was conducted by Nair G. (2015) to train the children problem solving. Community service learning intervention turned out to be one of the best models to inculcate skill of problem solving among school children. It has been shown when the children participate in community service intervention they get to see the pain and suffering of the people which leads them to feel empathy towards them and increase an urge of solving the problem. A person who is able to solve problem, can think critically is able to make better decision.

Coping with stress is related to life skills. This study shows how the present children are in immense stress these days. When they are under stress they are not able to be aware of themselves. It is difficult for anyone who is under stress to think of others with empathy. Therefore it is impossible to think critically and creatively. They also keep themselves aloof and have less interaction with others. Roodbari et al., (2013) proves in their study that life skills training can enhance emotional adjustment among the children. Talukar and Das (2015) emphasizes the importance of having life skills training to learn effective coping mechanism to handle day to day challenging situations in life. Therefore the children need to do more such activities in community service learning that it will improve the coping skills of children especially coping with stress.

4.7. INFERENCE FROM THE FOCUS GROUP DISCUSSION

The purpose of focus group discussion was to analyze and to infer on the basis of the perspective of principals, parents, teachers and members in the community, the experience of community service learning programmes that the school children participated in. From the group discussion, it is very obvious that community service learning programmes played a significant role and had a powerful impact on the lives of the students. From the discussion it can be concluded that the community service learning intervention played an important role in developing life skills among the participating school children.

In the present study two focus group discussions were arranged. 20 parents and 6 teachers from each school attended the discussion. To initiate the conversation a few pre structured questions were put forward to the parents, teachers and they were encouraged to share their experience and that of their children who participated in the community service learning programmes.

The parents were able to share from the observation of their children as they themselves were involved indirectly in this community service learning programme for eight months. The parents themselves as well as the selected students were very hesitant initially in participating in the programme, but in the process they witnessed gradual changes in their own as well as the children's attitude and behavior.

Parents

The parents were happy that something different was happening in their children's school. Though there was initial hesitancy and apprehensions to see their children going out of the security of the school but since it was an activity that had been organized by the school they signed the agreement.

One of the parents shared with pride that her son had informed them that he would take minimum pocket money as he was now aware that his pocket money was

more than of the daily wages of laborers and daily wage earners who work in the tea estates.

Three of the parents shared that their children had a lot to share about the community service activity that they participated in and didn't want to miss classes as their interest had been aroused and now they showed the willingness to go to school even on a Saturday when service learning activities were arranged. It was mentioned that a child willingly missed an important programme at home to attend the community service learning programme.

Parents were happy to observe that the topic of their conversation changed at home and they took more interest and helped in the house hold work enthusiastically. They liked spending more time with family members.

Two of the parents confided that their children used to be timid but after going through this intervention they began to open up and started to go out by themselves.

They also said that before attending the community service learning programmes, they had to repeat instructions over and over again as they did not pay attention or heed to their guidance, but now they understood and they were able to engage in meaningful conversations instead of arguing and showing a rebellious attitude.

They also mentioned that their children had formed a group in the class and preferred to interact with the participants of that group but during this programme they got to know that their children have made new friends in the class.

Parents were of the opinion that this should have been introduced earlier in school life and they were also anxious to know if this would be continued. On the whole the parents were happy that this exposure was given by the school and within school hours.

Teachers

The teachers found the entire experience very interesting and practical. Earlier they were not sure whether they would be able to complete their syllabus and were

speculative but once the children were involved in community service learning they witnessed a major change among the children. They found the children to be much more active and alert. The students were more interactive in the class, the same class who used to be the trouble shooters \and constantly complaining about so many issues like peer pressure, unstable friendships and groups began to interact and mingle well with each other.

Their class teachers said that they had come to know the children at a very different level, which helped them to understand the different talents and capabilities. The class which had been considered to be most troublesome and weak in their academic performance had turned out to be a new face and become a challenging skill bank now. They also expressed that a child who was considered to be timid surprised them with the way he started to respond in the class.

The social studies teacher said that children started asking extremely relevant questions in the class. Teachers were of the opinion that the children took more interest and paid attention in the class.

Few teachers observed that some of the children had developed leadership qualities, their level of confidence and their ability to take decisions increased manifold. They imbibed the skills and the art of organizing, communicating, analyzing and evaluating. The sense of responsibility that was developed was remarkable. They showed enthusiasm and initiative to help at any time and seldom tantrums and mood swings were visible.

The coordinator of senior section of the school remarked that as one learns reading and writing, they should participate in community service learning. To make service a part of one's ethic there must be continuum of experience which enables the students to bring out in the student the subtle quality of compassion.

They also shared that the children have become more independent and creative and are now capable of putting up a meaningful assembly on their own without the help of the teachers. According to the observation of the teachers, the children participated in the study have become more expressive and they articulate their views confidently.

Community Members

The members in the community were very happy to see the children coming to their place because they never had anyone from the school visiting them so far. They said that they were little hesitant to interact with the children when they were taking survey because they did not want to share much information with them. They had even told the children to ask question and give them some advice that would be sufficient for them.

It was good to know that they interacted with children to find out what was the need of the community. The people said that they gradually understood that children needed them help to do things and all did the work together and as a result the children brought the whole community together.

One of the ladies expressed that she no more throw the rubbish outside her house because she saw the children cleaning the streets. Students helped them to become aware of so many issues in the community that they were not aware of. The students were involved in identifying the issues and in the process of planning and creating the solution.

Another man said that his attitude has changed towards young people as he found them to be active agents of change. They learned new ways of doing things and found strength in numbers and we were able to complete the work faster.

The youth in the community observed that how they were motivated to help their own community. They got opportunity to relate with children who are vibrant, with creative insights and are full of innovative ideas to solve problems. The adults came to know through them that there are many resources available especially government schemes and other schemes of the local NGOs.

Now there is a relationship built between the school and the members of the community and both have become partners in action and the people have even requested if the children could continue to come to their community regularly.

4.8. INTERVIEW WITH THE SCHOOL PRINCIPALS

The principals of the government and private schools collectively expressed that they were happy with the concept of experiential learning but initially they were also hesitant to allow community service learning programmes to be organized in the school. This was due to their concern about the safety of the children and apprehensions whether it would be a risk to take children out of the school as they are accountable to their parents. They were also afraid that they wouldn't be able to complete the syllabus on time.

They confided that they were convinced only once they saw a structured community service learning module. They were very positive about the whole experience that enabled the school to have a connection with the local community. The children become aware of the needs of the community and that are able to connect the content what they learn in the school to the community service learning.

One of the Principals sounded very remorseful that the school is celebrating fifty years of its existence but they had never made any effort to visit and do something for their neighbours. So organizing this was an eye opener for the school. Both of them admitted that organizing requires a lot of time, resources and vision to initiate service learning in the school. They expressed their views on enrolling mostly weak and naughty students to take part in this community service learning but they noticed a gradual change in their behavior in the last eight months. They have become more available and sensitive in the school. They also observed that these children have become more confident and responsible.

One of the Principals expressed her desire to introduce 20 hours of community service as her school was affiliated to the ICSE board which has a subject called Socially Useful Productive Work. As shared by one of the students "I have become aware that I am comfortable to work in a team. From this experience I am motivated to take up commerce as my subject in higher studies. Community service learning has helped me to come to know more about myself. During my group activities when my friends used to point out my weaknesses and tease I used to feel very bad but now I am able to handle myself and feel confident in my skin."

4.9. CASE STUDY

The following are the case studies of children from both the schools adopted for this particular mission. The names of the children have been changed to protect their privacy.

Roshan

One of the students who undertook the program shared that the experience of going out to participate in the community activities has provided him with a unique learning opportunity. Since he happens to be the only child, he has led a very pampered and protected life with hardly any interaction with many people, however, this provided him with the challenge to not only interact with many strangers but also understand their lives in a better perspective. His initial hesitation of not knowing how to open up and converse with strangers was temporary and to his own amazement he faced the act. Earlier he had a limited friends circle and found it difficult for himself to build a strong rapport with people and making friends. The community service learning activities saw him getting assigned to different groups of people to work with which made him very unhappy and uncomfortable. The joy of discovering new spheres in his personality gave him the impetus to carry on and this paid rich dividends as he found a major change in his attitude as to how he had perceived others. He learnt and inculcated the art of effective communication whereby he learnt to listen to people intently and also voice whatever he wanted to say or ask clearly.

Rodham started to look forward to participate enthusiastically in this service learning experience especially the opportunity of teaching the little children put under his care. Through these children he learnt about their strengths, struggles of the parents and other eye opening details. The more he got to see the more he understood. It became easier for him to move out of his comfort zone and reach out to others. He now understood that he was capable of doing something worthwhile for others and making a difference. The power of conviction has grown tremendously. The experience has been memorable and filled with memories he will cherish forever especially the

day they were joined by the members of the community in cleaning in and around the community areas.

Anand

Another participant shared that his life has undergone a surprising change once he started to visit the community in the vicinity of his school. He had been coming to school for the past 12 years but had never before noticed that the village existed. The first time he visited this village he realised that happiness does not come with materialistic items but from within.

It was amazing to see that these people lived in abject poverty and yet were so happy and contented. This changed his approach and perspective towards life. All that he had taken for granted because it was given to him without asking was now cherished and appreciated; Anand now became grateful to his parents. He held them in great reverence and was thankful for all that life had bestowed on him. He felt empowered and took keen interest to make a difference in the lives of people. Suddenly he enjoyed going out of school to be part of the activities in the village. The walk with friends to and fro from school was the most enjoyable as he had great fun with his friends. He saw a sudden transition in his own attitude; no longer did he give up easily but developed persistence and problem solving skills. He shares that he has now made meaningful relationships with people of the community and can understand them better.

He appreciates their generosity as they willingly shared the fruit from their trees in spite of their deprivation. Anand was now more confident and able to work harmoniously in a group. From a 'me' centered personality he has become a "we" focused person. This experience has made him aware of his own potential and is motivated to choose the commerce stream for higher studies. It has been a great learning tool and has helped to overcome his weaknesses which he was not even aware of but felt bad about when they were pointed out by his friends. Today he is a confident and mentally stable individual -thanks to this journey of self-transformation.

Vanshika

Another participant voiced that the experience of taking part in community service learning brought joy to her life. She was aware that many things that are taking place in the society are not environment friendly and are absolutely detrimental for health. She had studied hygiene, sanitation and general wellbeing in school and was even aware of a few precautions and preventions, but she could not do anything to combat the problem. Once she was introduced to this opportunity of doing something worthwhile for the community she did not hesitate. Planting of saplings, participating in the go green march and working with the community to make composite pit was an interesting endeavor. She participated enthusiastically in all the other activities too.

She remembers the experience of meeting the area councilor with the letter requesting him to put up dustbins to segregate the waste. The motivating experience was that this request was taken care of the very next day. This positive experience stimulated her friends to write another letter to clean the drainage that are uncovered and running in front of the residential area. She found it comfortable to converse with the strangers. She is now motivated to take political science and social studies for her higher studies. Vanshika got the opportunity to become a leader in the group. At times she was challenged to take spontaneous decisions while performing the activity. The experience of problem solving and decision making has made her more responsible.

From the above case studies it is evident that children enjoyed participating in community service learning programmes and they benefited immensely. Not only various life skills enhanced in them but it has helped them to set their higher education goals and developing their leadership qualities. They also expressed that this activity should continue otherwise they would not get to see the real world because at this stage of school life they go from home to school, school to tuition and tuition to home. They are at times so caught up in their own cocooned world that they are unaware of the actualities of life.

General Discussion

The world is changing exponentially, to cope with the increasing pace of the modern world children need new life skills to meet the demands of everyday life. Our present education system is academic oriented. The marks that children score in the school decide their destiny. Therefore teachers are under pressure to cover the syllabus instead of discovering the syllabus. There are schools which teach life skills but there are again space bound, it ends in the school campus itself. The traditional methodologies used to impart life skills brain storming, storytelling, one act play, group discussion etc are not highly relevant to increase life skills development among school children. Therefore, the researcher decided to introduce an innovative way of enhancing life skills.

The researcher assessed the levels of life skills among 14 school children both at government and private school in Siliguri, West Bengal. The assessment was based on various demographic variables such as gender, religion, age, school, residence, father's and mother's education, (Parents Education) mother's and father's occupation, (Parents occupation), types of family and total income. It was found that the level of life skills of school children was low. Community service learning intervention was used in order to enhance the efficiency of life skills among school children. Thus, the researcher designed a community service module for 120 hours within the school time. A total number of 99 students i.e., Government school (54 students), and private schools (45 students) were chosen to participate in the community service learning. The duration of this programme lasted 8 months within academic session 2016-2017. A post-test was taken soon after the community service learning intervention programme and after the interval of six months a second post-test was taken to analyze the difference in the level of life skills among school children. The post-test was conducted in 2018 by the time the students arrived 10th standard.

By participating in community service learning intervention the school children have been enhanced in the level of overall life skills ($F = 4.729$) which is significant .010 level. The result shows that the intervention programme has high significance on interpersonal relationships ($F = 4.106$) significant at .01 level, creative thinking

($F = 6.148$) is significant at .00 and decision making ($F = 3.274$) is significant at .03 level whereas, it has significance on the other core life skills also, but not very high. It was also found that community service learning has more effect on thinking skills and social skills rather than on coping skills. F-value of thinking skills is 4.49 which is significant at .01 level and the F-value of social skills is 3.87 which significant at .02. Whereas the F-value of coping skills is 1.89 and its significance is .153. Community service learning has also had impacts on civic value i.e., F-value is 3.770 which is significant at .02 level, civic responsibility F-value is 4.316 which significant at .01 and study habit F-value is 3.811 which is significant at .02 level. The statistical analysis proves that community service learning intervention is an effective tool to impart life skills among school children. Moreover, focus group discussion with parents, teachers, and interviews with the principals and case studies of participating children invariably proves that community service learning intervention programme is an effective method to teach life skills among school children. The case study also emphasizes that it was a fun learning experience for children and they had the opportunity to have the first-hand experience of what they learnt in the school.

The present study is relevant with many researches that have been carried out to impart life skills education across the globe. Srikala and Kumar (2010), Sharma S (2003), Subasree (2015) Roodbari, Sahdipoor and Ghale (2013), Parvathy and Pillai (2015), Gomes and Marques (2013), Gulhane (2014), Bradhan and Nair (2016), Soumyashree (2014), Khera and Khosla (2012), Hemmati and Shojaee (2006), Mahmoudi and Moshayedi (2012), Suminar, Prihatin and Syarif (2016) and Behroz-Sarcheshmeh et al. (20007) have conducted studies to assess the level of life skills and done intervention at different standards among school children. The result of all these studies has proved that through direct intervention of life skills training, there is an immense possibility of enhancing life skills. A study conducted by (Ranjan and Nair A, 2015) on life skills approach gave the possibility of exploring innovative strength based approach. Link S (2008) in his article discusses on teaching life skills by using different methods. It is mentioned how community service learning could be introduced to teach life skills.

There are several studies conducted on community service learning and its impacts which also enhance various skills among children. The studies done by Cabo, Prada and Pereira (2017), Taylor and Raykov (2014), Kasinath (2013), Herlihy and Brown (2015), Tsou, Chen and Lin (2016), Hou (2010), Herzberg (1994), Ash, Clayton and Atkinson (2015), Schelbe, Petracchi and Weaver (2014), Bringle and Hatcher (2000), Furco (1996), Giles (1991) illustrates the methods and the process they have used in service learning at various level of the children at different context to know what conditions foster children's growth and development. The impacts of service learning and its challenges are relevant with the present study. A study conducted by Celio, Durlak and Dymnicki (2011) meta analysis of the impact of service-learning on students to study on the five outcome areas: attitude toward self, attitude towards school and learning, civic engagement, social skills and academic performance and result was significant. From the above discussion it is clear that community service learning intervention method does have impacts on life skills development of school children. Community service learning and life skills are part and parcel of any school core curriculum in many of the countries. The researches (Demir et al., 2014) prove that students involved in community service learning are oriented towards a positive attitudinal change that enables them to respond to community concerns.

High school students who participated in high quality community service learning programmes developed more sophisticated understanding of socio-historical contexts, were likely to think about politics and morality in society and were likely to consider how to effect social change, developed a greater sense of civic responsibility and ethic of service increased their understanding of how the government works become active, positive contributors to society. It increased their political attentiveness, political knowledge and desire to become more politically active Yates and Youniss (1996; 1998), Susan and Hill (2001), Ashley (2015). Community service learning helps to develop students' sense of civic and social responsibility and their citizenship skills. Students who engaged in high quality community service learning programs showed an increase in the degree to which they felt aware of community needs, believed that they could make a difference and were committed to service now and

later in life (Verjee, 2010). Community service learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development (Buch and Harden, 2011).

4.10. CONCLUSION

Pre-test of the study was conducted on 14 schools, both government and private to analyze the level of their life skills based on various demographic variables. It shows that the life skills of the children in the study area is $F = 4.12$ which is not high. Thus the researcher decided to go for an intervention study by using community service learning as an intervention tool to see whether the life skills of the school children will be enhanced. The result showed that community service learning has positive effect on overall life skills $F = 4.729$ which is significant at .010 level especially social skills and thinking and it doesn't have high significance on coping skills. The coefficient correlation shows that all the 10 core life skills are positively related to each other. The impact of community service learning on civic values, civic responsibility and study habit was also assessed and it was found that community service learning intervention has influence on school children's civic values, civic responsibility and study habit.

The study has proved that community service learning is helpful in not only enhancing the life skills of school children, but also developing their civic values and responsibilities, values of life, understanding social issues and study habits.