

CHAPTER 5

CONCLUSION

5.1. INTRODUCTION

The previous chapter presented the analysis and the interpretation of the data. The present chapter deals with the findings of the study based on the results given in chapter four. This chapter is divided into three sections. The first section presents the findings of the study, the second deals with the suggestions for further research and the third gives the recommendation for the study followed by the conclusion.

The education that the children get today may not be appropriate for them when they are looking for jobs in future because the requirement of job skills would be different. Growth is exponential and humans cannot cope up with the speed. Thus, there remains a question of how to prepare them to face the future? The best way to prepare the children to face the future is through life skills education at schools. There are many schools who integrate life skills with value education or moral science classes. Every child is talented in his/her capacity. It is the duty of the parents and the school to bring out the best in them. It is important to make them realize what are the talents required to enable them to climb greater heights.

Life skills education taught and implemented in different ways focuses on children's well-being. There are many studies conducted how life skills training is imparted in the schools using different methods. However, at present there is no studies found using community service learning as a method to teach life skills among the school children in the Indian context. Therefore, the problem of the present study focuses on community service learning and its impact on life skills among school children.

The methodologies and findings of various studies on this subject has helped the present researcher in deciding on the design of the study like finalizing objectives, framing hypotheses, statement of the problem, selection of tools for collecting data, sampling techniques, and employing statistical techniques for analysis of data. From the previous studies it was clear that the life skills training was imparted by using experimental design carried out in actual class room settings and quasi experimental nature. It was also observed that there were studies conducted on impact of community service learning intervention programme among the school children.

The major objectives of the present study are to determine the life skills of school children studying in 9th and 10th standard, to develop a community service module for intervention among high school children and to assess the impact of community service learning in the development of life skills among school children.

The independent variable of this research is community service learning and the dependent variable is life skills. There are several socio-demographic variables included for analyzing the impact of community service learning. Hypotheses were set on the basis of the objectives of the study. The emphasis of this study is to find out the correlation community service learning and life skills.

The researcher preferred the quasi-experimental research design for the study. Pre-test was conducted among 822 children from 14 schools from both government and private schools to assess the levels life skills. After the pre-test the researcher used the purposive sampling procedure to identify and select the samples from the population to increase their level of life skills. The present study sample consists of 97 students studying in 9th standard drawn from two schools one from government and another from a private schools in Siliguri, West Bengal. Community service learning intervention was prepared and conducted a pilot study which first post-test was done and a second post-test was done after six months of interval. The average differences in scores between the pre-test and post-tests is found for the group and then the average differences in scores are compared whether the experimental handling produced a greater change as well as whether the changes substantial or not.

The tools used for the study were Life Skills Assessment Scale (Nair et al., 2010), and checklist to assess civic value, civic responsibility and study habit of the targeted population constructed by the researcher. The analysis of the data was done with the help of SPSS version 21. An interview schedule was prepared to know the mind of the Principals of the schools; a reflection sheet was prepared for the students to keep a journal of their experience after each activity. The qualitative aspect of the study was taken care by focus group discussion with parents, teachers of the school children who had undergone the community service learning intervention programme.

The community service learning intervention seems to have a greater impact on life skills development of adolescents. Hence, the researcher has proposed community service learning as an indirect intervention method to teach life skills at schools. Community service learning promotes positive social as well as mental health of adolescents. It plays an important role in all aspects such as strengthening interpersonal relationship, creative thinking and decision making.

5.2. MAJOR FINDINGS

Part I: Level of life skills among the school children before intervention

In this part, the data collected to establish the level of life skills among the school children both urban and rural areas were analyzed. The relationship of socio-demographic variables of the participants' life skills among school children shows

- Gender and age have significant influence in the life skills of school children
- There is no difference in the life skills among school children on the basis of religion.
- There is significant difference in the life skills of school children on the basis of type of schools and their places of residence
- The birth order and number of siblings does not have any impact on the life skills of school children.
- Mother's occupation and family income have no significant influence on the life skills of school children.

- Father's occupation and family income have no significant influence on the life skills of school children.
- There is significant difference in the life skills of school children on the basis of caste category.
- Types of family have no significant difference in life skills.
- Mother's and father's education significantly influences the life skills of school children.

Part II: Impact of community service learning on life skills

The main objective of this study was to determine the impacts of community service learning intervention on life skills development among school children. The study has proved that the life skills of the school children have gradually grown over a period of time after having undergone the community service learning intervention. The progression of life skills have improved straight after the community service learning and after six months of break has shown that the improvement is substantial and continuous.

The study has proved that community service learning intervention has a significant impact on developing the overall life skills of school children. The Duncan analysis (post hoc test) also proved that community service learning intervention is highly significant on interpersonal relationship, creative thinking and decision making. The study also found that community service learning has significant impact on thinking skills and social skills; whereas the impact is less in coping skills.

Influence of demographic variables on life skills after the community service learning intervention programme are:

- There is a significant difference on the children's life skills on the basis of gender.
- There is a significant difference on children's life skills on the basis of the type of school.
- There is a significant difference on the children's life skills on the basis of the place of residence.

- There is a significant difference on the children's life skills based on the age of the school children.
- It was found that community service learning programme has improved the civic values, civic responsibility and study habit of school children.

Inter-relationship between 10 core life skills 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

- There is a significant correlation between empathy and problem solving.
- There is a significant correlation between empathy and critical thinking.
- There is a significant correlation between empathy and decision making.
- There is a significant correlation between problem solving and critical thinking.
- There is a significant correlation between problem solving and decision making.

5.3. SUGGESTIONS FOR FUTURE RESEARCH

The study proves that there is a tremendous impact on life skills development among children when children participate in the community service learning. As in other research studies, some questions were raised from the results. The major suggestions for further research are:

- The study could be conducted among the middle school children of 6th, 7th and 8th standards-as well as with the class 11th and 12th students and a comparative study could also be done.
- The research could be conducted in diverse geographical and demographical groups as the present study is focused only on one particular area.
- The study revealed significant changes in life skills. This demands the expansion and scaling up of the programme throughout the states.
- The academic results of the students could be evaluated to see whether the community service learning has an impact on study skill and academic achievement.
- Longitudinal studies as a subject from class 6 onwards will give more clarity of the impact of life skills, through community service learning.

5.4. RECOMMENDATIONS

From the proceeding discussions and conclusion, the following recommendations are made:

- Every school could work in collaboration with NGOs where children can do their community service learning at regular intervals with the consent of their parents. But they need to be monitored by teachers.
- Integrating service into the curriculum involves students applying academic content to practical tasks and skills to make a difference in their communities. Community service learning needs to address the issues of the community. It gives an opportunity for students to learn about the environmental and the social issues in a real-life context. The community service learning module needs to be academic related.
- For the success of the community service learning, children need to visit and get to know the needs of the community and tailor the activities on their own. They have to do all the activities with the community.
- The community has to be close to the school so that it is possible for children to be involved in the community service learning during school hours. Children need to be trained to use reflection as an organizational tool to evaluate their activity and they need to be given the opportunity to share what they have done and celebrate their work at the end of every activity.
- Teachers shall be provided with basic knowledge of community service learning and how each subject could be integrated to service. They could learn to prepare a module and realize the importance of its connection with academic content and practical experience. The training will assist the teachers in developing the appropriate knowledge, attitudes, and competencies in managing children's life skills development.
- The teachers could create different opportunities for the students to get involved in community service learning.

- An input session could be arranged for parents to bring to awareness the importance of experiential learning, especially the community service learning. Because it is important they understand its concept and its impacts and encourage as well as allow their children to take part in community service learning.
- A grade system could be introduced for the numbers of community service learning activity hours.
- The impact of community service learning could be studied among the community members also.
- The student themselves can have a voice in deciding the nature of the activities.
- We could have a service learning coordinator to make connection between the school and the community.
- School academic subjects could be integrated so as to give meaning to the syllabus.
- Every school could adopt a community in the school vicinity.
- Schools could have partnership with parents, NGOs and other agency while implementing the community service activities.
- Life skills education programme could be extended to the university level also.
- The educational authorities, parents and teachers should be made fully aware of the necessities of the programme. Teachers should be given sufficient training in the content area of life skills as well as in the implementation process. Authorities and PTA's should be given orientation towards the need for implementing the programme.

5.5. CONCLUSION

Education helps a child to convert the information into knowledge. It helps to interpret experience into learning. True education is all about the lessons of life and this can be achieved only through experiential learning. Our education system needs to be oriented towards lessons with real life situations. Education is not all about lessons from the text book. Our education needs to be 3H based. It should stimulate

the head to think critically and creatively. It should touch the heart of the learner and finally make a person understand the importance of doing or action using the hand. Such a 3H process is what makes any education complete. Most of the time, our present education system just stops at cognitive level or may be one step behind heart level. The most important aspect of psychomotor is neglected which actually strengthens the whole process of learning.

School is a mini society where children need to interact with their peers coming from all walks of life. The innovative interaction in the classroom prepares them to share their ideas and work in a team and collaborate. Community service learning gives them that opportunity to interact and understand each other. It is important that children learn good things at early stage of their life which will be engraved in their hearts. Community service learning helps to improve so many lives in the community as well as enables one who is involved in the service of developing life skills. In this way the giver also receives and the beneficiary also is helped.

In order to encourage, “learning to know, learning to be and learning to do” among the present generation of children, life skills education needs to be imparted. There are many direct interventions which enable life skills among the adolescents. In this study, the researcher has proved that community service learning has made impact on overall life skills development among children. Such an experience does not just change one’s life, it leaves imprint in their lives because they will never be same person, for as they come in touch with various learning experiences, it becomes their guidelines. Children build on what they already know and provided with opportunities they make connections between new concepts and existing ones. Students have the chance to engage in the experience and practice what they have learned. It helps them in building strong relationships between feelings and thinking processes. Students have the capacity to learn successfully when the information is associated with values and feelings and community service learning is the best way to provide it to them.