

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

This chapter reviews studies focused on life skills, cooperative learning, and social sciences. Research in the fields of adolescence and subject-specific areas has been considered in relation to the aims of the study. All the studies included in this chapter were conducted in school settings involving students. The studies are divided into those conducted in India and those conducted internationally. The review has been categorized into three areas that has been presented in three sections.

Section I: Research studies related to life skills education on adolescents

Section II: Research studies related to developing of life skills through cooperative learning

Section III: Research studies related to effectiveness of cooperative learning on teaching of social sciences/studies

2.1. Section I: RESEARCH STUDIES RELATED TO LIFE SKILLS EDUCATION ON ADOLESCENTS

STUDIES CONDUCTED IN INDIA

The studies conducted in India has been focused on 7 dimensions. These dimensions have been presented below.

❖ Studies conducted to check the impact of life skills:

Srikala & Kishore (2010) conducted a study to check the impact of life skills education program. Parvathy & Pillai (2015) had conducted a study to analyse the impact of life skills on adolescents.

❖ Studies conducted on effectiveness of life skills:

Maryam et al. (2011) conducted a study to check the effectiveness of life skills training on students. Surma (2016) conducted a study to check the effectiveness of life skills counseling on personality of students. Godi (2017) undertook a study to explore the effectiveness of life skills on emotional intelligence on students. Tiwari et al. (2020) conducted a study to examine the effective of life skills training program on adolescents. Kaur (2022) conducted a study to examine the

effectiveness of life skill education programme on academic performance and social competencies in relation to spiritual intelligence.

❖ Studies conducted on development of life skills:

Amandeep (2016) conducted a study to analyse the outcome of school environment on the development of life skills. Saki & Darhour (2023) conducted a study to analyze the effect of extracurricular on the development of life skills. Jeena (2013) had designed a module to check its effectiveness for developing life skills in students.

❖ Studies on relationship of life skills with other variables:

Khera & Khosla (2012) conducted a study to investigate the relationship between life skills and self-concept. Byju & Anitha (2019) conducted a study to determine the relationship between life skills and academic anxiety of students. Ezra (2018) conducted a study on life skills to examine the relationship between selected life skills and its relationship with academic achievement.

❖ Studies on intervention program:

Singh (2016) had developed an intervention programme to study its effectiveness on life skills. Eisha (2021) conducted an intervention program in science and technology among students. Sreekala (2021) conducted an intervention program on selected life skills to inculcate moral values.

❖ Studies to discover the level of life skills:

Dhingra & Chauhan (2017) conducted a study to examine the life skills of the adolescents. Kushwaha (2019) conducted a study to discover the level of life skills present among the students and to discover life skills present in the CBSE and UP board books.

❖ Studies on development of package: Bindu (2015) had developed a package to enhance life skills among students. Sreeja (2017) has developed a life skills package in mathematics for school students.

In terms of research techniques varied methodology have been used. Maryam et al. (2011), Parvathy & Pillai (2015), Singh (2016), Surma (2016), Godi (2017), Sreeja (2017), Eisha (2021), Kaur (2022) has applied experimental method. Khera & Khosla (2012), Jeena (2013), Bindu (2015), Amandeep (2016), Dingra & Chauhan (2017), Byju & Anitha (2019), Ezra (2018), Kushwaha (2019), Tiwari, et al. (2020), Sreekala

(2021) carried out survey method. Srikala & Kishore (2010) made a comparative study. Saki & Darhour (2023) had conducted convergent parallel mixed method.

In terms of tools used Srikala & Kishore (2010) have used Rosenberg scale of self-esteem (1965), preadolescent adjustment scale (1975), generalized self-efficacy scale (1995), strengths and difficulties questionnaire (1998) and class room indicators. Maryam et al. (2011) has adopted Coopersmith self-esteem questionnaire and demographic checklist. Khera & Khosla (2012) used self-concept developed by Dr Pratibha Deo and core life skill test. Jeena (2013) used life skill inventory, environmental awareness test and questionnaire. Bindu (2015) used Ravens' standard progressive matrices (Raven 1960), Life skills assessment scale for secondary school students (Bindu and Helen, 2012), Scale to study the awareness of science teachers on contextualisation of science teaching and learning (Bindu and Helen, 2012), achievement test in biology (Bindu and Helen, 2014) and package evaluation schedule (Bindu and Helen, 2012). Parvathy & Pillai (2015) use socio demographic sheet describing SES and life skills knowledge level analytic questionnaire. Amandeep (2016) used life skills scale, school environment inventory adopted by Dr. K.S. Mishra's school environment inventory and Questionnaire. Ezra (2018) used modified kuppuswamy's SES (2012), Problem solving skill questionnaire, decision making skill questionnaire, critical thinking questionnaire, stress coping skill questionnaire and goal setting skill questionnaire. Singh (2016) used Life skill assessment scale (LSAS) by Radhakrishnan Nair, R. Subasree and Sunitha Rajan. Surma (2016) used Personal information schedule and High school personality questionnaire developed by R.B. Cattle's (1968-69). Dingra & Chauhan (2017) used SES by Tiwari et al. (2010) and life skills assessment scale by Subasree and Nair. Godi (2017) used Bar -on emotional quotient inventory (EQ-i), life skills scale, personal information bank and NIMHANS model of health promotion in adolescents using life skills approach. Sreeja (2017) used Logical mathematical intelligence test, life skill assessment scale, achievement test in mathematics, life skill oriented learning package in mathematics. Byju & Anitha (2019) used Life skills assessment scale and academic anxiety scale tool. Kushwaha (2019) used life skills scale and life skills content checklist. Tiwari et al. (2020) used life skill assessment scale and questionnaire. Eisha (2021) used achievement test, worksheet, field notes, checklist and questionnaire. Sreekala (2021) used questionnaire, moral values inventory and moral competence test. Kaur (2022) used life skills education

programme, academic performance test, social competence scale (Sharma & Shukla, 2015) and spiritual intelligence scale (Misra, 2014). Saki & Darhour (2023) used questionnaire and interview.

In terms of analysis done Srikala & Kishore (2010) has used Mean, S.D, t-test and chi square. Jeena (2013) has used Mean, S.D, frequency, percentage and t-test. Maryam et al. (2011), Singh (2016), Tiwari et al. (2020) has used Mean, S.D and t-test. Sreeja (2017) has used Mean, Median, Mode, Skewness, kurtosis, S.D, t-test, ANOVA and ANCOVA. Kushwaha (2019) Mean, Mediam, Mode, S.D and t-test. Sreekala (2021) has used Mean, S.D, Skewness, Kurtosis, Percentage, ANOVA and Bonferroni's test of Post-how comparison. Kaur (2022) has used Mean, S.D and t test and ANOVA. Khera & Khosla (2012) has used sum of squares, H squares and R square. Bindu (2015), Surma (2016) has used t-test and ANOVA. Parvathy & Pillai (2015) t-test. Ezra (2018) has used t-test, ANOVA, ANCOVA, Moment correlation and Regression analysis. Byju & Anitha (2019) has used t-test, Pearson correlation coefficient. Eisha (2021) has used Wilcoxon Rank test, Mann Whitney U test and content analysis. Amandeep (2016) has used thematic analysis and ordinal scale. Godi (2017) has used Mean, S.D, t-test and ANOVA. Dingra & Chauhan (2017) has used Mean, S.D, t-test and Pearson Correlation coefficient. Saki & Darhour (2023) has used Mean, Mode S.D and thematic analysis.

In terms of findings Srikala & Kishore (2010) concluded that with the help of program adolescents have significantly improved their self-esteem, coping abilities, were able to adjust in the school and they have greater capacity to adapt to developmental changes. Maryam et al. (2011) revealed that life skill training was effective to increase the necessary skills in students through which they can reduce school and educational problems. Khera & Khosla (2012) disclosed that YUVA SLP has improved adolescents' core affective skills and core cognitive life skills. Jeena (2013) revealed that implementing the module has helped the students to develop life skills. Further the researcher has put the concern that there is an urgent need to supply instructional module or package to the teachers. Bindu (2015) findings revealed that the level of secondary students' life skills was found to be average. Science teachers in secondary schools have a limited understanding of how to contextualize science lessons. REACT strategy was found to effective in enhancing Life Skills among secondary students. Parvathy & Pillai (2015) revealed that life skill education provided to the rural students

have a great impact, as these students after receiving the intervention treatment were able to gain confidence, improve their knowledge of gender-related issues, and gained a greater understanding of their physical development. Amandeep (2016) concluded that school environment was found to have a 12% effect on students' development of life skills. Factors responsible for this effect were: teacher's cognitive and affective support; conducive teaching and learning; controlled conduct; and teacher's dominance. These factors all played a major role in helping students develop life skills. This shows that students' development of life skills is influenced by their school environment. Singh (2016) revealed that activity-based learning was found to be helpful in developing life skills among elementary students. Surma (2016) concluded that high school students' personalities have improved as a result of receiving life skills counselling, students are now equipped to shape their personalities in a way to tackle and control both social and personal issues. Dingra & Chauhan (2017) revealed that there is an immediate need for more possibilities for life skills training. There is a strong link between teenage life skills and parental education. Parents with higher levels of education are more aware of their children's potential for growth, which enables them to create an atmosphere where learning and development may occur. Godi (2017) revealed that students' emotional intelligence increases as a result of receiving life skills instruction. The six common components of emotional intelligence and life skills show a positive link with the impact of life skills training. Sreeja (2017) highlighted that life skill-oriented package has helped the students to enhance logical mathematical intelligence, attainment of life skills and enhancing achievement in mathematics. Ezra (2018) concluded that there is a positive relationship between skills. It was concluded that the growth of one ability affects the development of another. The study concluded that there is a significant association between students' life skills and academic achievement, as well as a positive correlation between the two. Byju & Anitha (2019) concluded that higher secondary students' academic anxiety and life skills are significantly correlated. Based on the findings, the researcher recommends that life skills should be incorporated into the curriculum of schools. Kushwaha (2019) concluded that a notable variance was discovered in the life skills proficiency of UP Board and CBSE students compared to UP Board students, CBSE board students possess a higher degree of life skills. Upon examining the individual chapter in the CBSE and UP board books, it was discovered that both boards' publications contain a substantial amount of content related to life skills. Tiwari et al. (2020) found that when

school students used an educational intervention module in conjunction with interactive teaching and learning techniques, their postintervention life skills score increased. The study indicates that including this modular life skill instruction in the school curriculum will help children develop their personalities and give them the tools they need to overcome a variety of obstacles in life. Eisha (2021) revealed that there is positive correlation between the incorporation of life skill-based activities into the teaching-learning process and the overall success of the program. Specifically, students engaged in these activities demonstrated notable achievements in both science and technology subjects. The data suggest that this teaching approach contributes significantly to academic success in these areas. Sreekala (2021) concluded that the developed Interactive Multimedia Package on Moral Values, centered around specific life skills (IMMOVABLES), is highly effective in imparting selected moral values comprehensively. It successfully nurtures the chosen moral values within the three domains of moral character-namely, moral knowing, moral feeling, and moral action. The impact is observed in upper primary school students, ensuring thorough coverage of each selected moral value within the three domains of moral character and facilitating the lasting retention of these values. Kaur (2022) revealed that the academic performance and social competence of the students taught through life skills were comparatively better than the students who were taught through general skill education. Saki & Darhour (2023) revealed that there is favourable correlation between involvement in extracurricular activities and enhancement of life skills. Further, the competencies acquired by students through engagement in Extracurricular Activities (ECAs) exhibited transferability to practical, real-world scenarios. Furthermore, research identified that life skills were inadvertently enhanced as a consequence of teacher's lack of familiarity with life skills education, coupled with the consistent engagement of students in Extracurricular Activities (ECAs) and their interactions with one another.

STUDIES CONDUCTED ABROAD

The studies conducted abroad have been focused on 5 dimensions. These dimensions have been presented below:

- ❖ Studies conducted on development of life skills: Zimmerman (2010) undertook a study to investigate the development of life skills through project-based learning.

Akfirat & Kezer (2016) conducted a study to develop life skills of primary school students through program implementation.

- ❖ Studies conducted to check the effectiveness on life skills: Rahimaghaee et al. (2012) conducted a study to examine the effect of life skills on Iranian third grade students. Hajizadehanari et al. (2013) conducted a study to determine the effectiveness of life skills education with religious approach and to examine the its impact on mental health and self-esteem. Niaraki & Rahimi (2013) conducted a study to analyse the effect of life skill training on self-esteem of high school students in Iran. Roodbari et al. (2013) conducted a study to examine the effect of life skill training on social development, emotional and social compatibility of first grade students. Sadr-Mohammadi et al. (2014) conducted a study to check the effectiveness of life skills training on subjective wellbeing among high school females. Jamali et al. (2016) conducted a study to determine the effect of life skills training on mental health of Iranian students. Saiedeh et al. (2017) conducted a study to examine the effectiveness of life skills on social skills of high school students with Intellectual Disabilities. Mohammadzadeh et al. (2019) conducted a study to determine the effect of life skills-based intervention on emotional health, self-esteem and coping mechanisms in adolescents.
- ❖ Studies conducted to incorporate life skills: Masri et al. (2016) conducted a study to determine the incorporation of life skills in English textbook of 5th, 6th and 7th grade. Woodruff & Young (2019) conducted a study to identify necessary life skills to incorporate life skill program.
- ❖ Studies conducted to know the perception towards life skills: Guha et al. (2019) conducted a study to explore the knowledge and perception towards life skills among adolescent girls.
- ❖ Studies conducted on role of life skills on school students: Naeim et al. (2016) conducted a study to investigate the role of life skills and self-efficacy on mental health of secondary school students

In terms of research techniques varied methodology have been used. Hajizadehanari et al. (2013), Niaraki & Rahimi (2013), Roodbari et al. (2013), Sadr-Mohammadi et al. (2014), Jamali et al. (2016), Saiedeh et al. (2017), Mohammadzad (2019) has applied experimental design. Akfirat & Kezer (2016) has used pre- experimental design.

Masri et al. (2016) carried out descriptive research. Naeim et al. (2016) carried out correlational research. Guha et al. (2019) carried out cross sectional study. Rahimaghaef et al. (2012), has used causal comparative study. Zimmerman (2010) conducted case study. Woodruff & Young (2019), carried out explorative qualitative approach.

In terms of tools used Zimmerman (2010) used observation and interview. Rahimaghaef et al. (2012) has used self-made questionnaire that contains 141 items assessing 10 sub dimensions of life skills. Hajizadehanari et al. (2013) has used Goldberg general health questionnaire GHQ-28, Coppersmith self-esteem inventory (GCSE) and the practical guide to the instruction of religions life skills. Niaraki & Rahimi (2013) has used coppersmith's self-esteem inventory (1981). Roodbari et al. (2013) has used Social development test of Alice Witsman translated and standardized by Sima Nazari, Students compatibility questionnaire developed by Sinha and Singh. Sadr-Mohammadi et al. (2014) has used Molavi's questionnaire of neurosis, stress and depression, vitality, and life determination. Andrews and Withney life satisfaction, Myers' vitality, and Tsaousis optimism-pessimism questionnaires. Akfirat & Kezer (2016) has used life skills assessment form. Three question evaluation form to get feedback from the students. Jamali et al. (2016) has used questionnaire on mental health. This tool consisted of four categories including stress (based on Kettle Personality Scale), sensation-seeking (based on Zuckerman scale), violence (based on Buss and Perry Aggression Questionnaire (BPAQ)) and attitude on tobacco addiction (based on the standard scale of Rezaei, et al). Masri et al. (2016) used life skills list which consisted 8 categories, and each category has number of sub category. Naeim et al. (2016) has used academic self-efficacy questionnaire by Oven and Franmn, 1998. General Health Questionnaire by Goldberg and Hiller, 1979. Life Skills questionnaire by Saatchi et al. 2010. Saiedeh et al. (2017) has used Social Skills Rating Scale (SSRS) developed by Frank Gresham and Stephen Elliot in 1990. Life skills program (World Health Organization, 1993). Guha et al. (2019) used focused group discussion, interview, open ended semi structured questionnaire. Mohammadzadeh et al. (2019) has used Demographic Questionnaire, Depression, Anxiety, Stress Scale (DASS21), Rosenberg self-esteem scale and Brief Cope scale. Woodruff & Young (2019) used semi structured interview.

In terms of analysis Zimmerman (2010), Woodruff & Young (2019), Guha et al. (2019) has used thematic analysis. Masri et al. (2016) has used content analysis and percentage frequency. Hajizadehanari et al. (2013) has used independent t test. Jamali et al. (2016), Mohammadzadeh et al. (2019) has used ANCOVA and t test. Saiedeh et al. (2017) has used ANCOVA and MANCOVA. Rahimaghaef et al. (2012) has used independent t test and chi square. Niaraki & Rahimi (2013) has used Mean, S.D and t test. Roodbari et al. (2013) has used Mean, S.D and t test and ANOVA and MANOVA. Sadr-Mohammadi et al. (2014) has used central tendency, dispersion, frequency, percentage and t test. Akfirat & Kezer (2016) has used t test and descriptive analysis for qualitative data. Naeim et al. (2016) has used frequency, percentage, mean, S.D, t test, Pearson correlation and multivariate regression analysis.

In terms of finding Zimmerman (2010) concluded that PBL approach was found effective in fostering life skills learning in social studies classes and it can prepare students for future after their schooling. Rahimaghaef et al. (2012) concluded that the program did not have the desired effect on student's acquisition of skills. Therefore, material developers need to invest more effort in revising and reconsidering their materials in a particular field. The successful implementation of these materials can have a significant impact on student's development across various dimensions such as educational, mental, and social development. Hajizadehanari et al. (2013) results suggest that children and adolescents' mental health, compatibility, and self-esteem can be enhanced by religious life skills training. Niaraki & Rahimi (2013) concluded that the teaching of life skills has been proven to be beneficial in raising the self-esteem of Iranian high school students as well as strengthening their personalities, enhancing their capacity for independent decision-making, and enhancing their ability to collaborate with others in groups. Roodbari et al. (2013) results indicated the positive impact of life skills training on social development, emotional stability, and social adjustment. Sadr-Mohammadi et al. (2014) The findings indicated that the post-test increase in SWB of female students is due to life skills training, and there was a significant score difference between the experimental and control groups. Akfirat & Kezer (2016) concluded that the results of the project are effective. In addition, it can be concluded that the life skills program has increased students' awareness of the abilities that students need to learn. Jamali et al. (2016) concluded that Life skills have a positive impact on lowering drug addiction, aggression, tension, and desires for sensations. Masri et al. (2016) revealed

that life skills were randomly distributed in English language textbook and no suitable method was employed to incorporate life skills into written English in three classes. Naeim et al. (2016) study indicated that there is a direct and positive relationship between students' life skills and mental health, suggesting that having insufficient life skills can have an impact on mental health. Also, there is a favorable correlation between mental health and high levels of self-acceptance and self-efficacy. Overall, students exhibited normal levels of mental health, self-efficacy, and life skills. Saiedeh et al. (2017) study's findings support the positive impact of cooperation, self-control, and assertion training on life skills in high school students with intellectual disabilities. Guha et al. (2019) result indicate that in comparison to non KP girls, KP girls had higher awareness of life skills and their application and transfer. Thus, it indicates that life skill development in adolescent girls has benefited from KP's instruction, either directly through sessions or as part of community activities. Mohammadzadeh et al. (2019) results showed that there was a significant difference ($p < 0.05$) in the mean scores for depression, anxiety, stress, and self-esteem. The program for life skill intervention showed a significant improvement in the mean scores of methods of coping. Woodruff and Young (2019) concluded that qualities such as competence, confidence, connection and caring/compassion were demonstrated by the athletes in this study, both in and out of competition.

2.1.1 REFLECTION ON LITERATURE

Observing the breadth of studies conducted on life skills, it's evident that there is a growing recognition of the importance and impact of life skills education across various domains of students' lives. These studies cover a wide range of topics, including the impact and effectiveness of life skills programs, the development of life skills in different contexts, the relationship between life skills and other variables, the effectiveness of intervention programs, the assessment of the level of life skills among students, the development of packages to enhance life skills, and perceptions towards life skills among different demographic groups. This extensive research underscores the multifaceted nature of life skills education and its potential to contribute significantly to students' holistic development and well-being.

It is notable that experimental methods, survey methods are predominantly utilized across the studies. However, qualitative approaches, such as case studies and

explorative qualitative methods, appear less frequently. This means that the detailed, personal insights that qualitative methods provide might be missing from the overall understanding of life skills. Using more qualitative research could help capture the full picture of how life skills are developed and applied in real-life situations.

The findings from various studies indicate that life skills training has a positive impact on students' overall development. Life skills training was effective in reducing school-related problems and improving core affective and cognitive skills. Implementation of life skills modules also led to enhanced logical-mathematical intelligence, academic achievement, and social competence among students. These findings collectively emphasize the importance of incorporating life skills education into school curricula to foster holistic development and well-being among students.

2.2 Section II: RESEARCH STUDIES RELATED TO DEVELOPING OF LIFE SKILLS THROUGH COOPERATIVE LEARNING

STUDIES CONDUCTED IN INDIA

- ❖ Malhan (2011) Impact of a blended instructional model within a cooperative learning setting on the life skills of secondary students with consideration to their learning approaches.

In terms of the methodology used Malhan (2011) has used experimental method.

In terms of tools used Malhan (2011) has used Hybrid Instructional Package, Entry Behaviour Test, Formative test, Skills of acquiring knowledge developed by the investigator. i) Critical thinking in Everyday life by Mincemoyer, C.C.; Perkins, D.F., & Munyua, C. (2001) ii) Making decisions in Everyday Life by Mincemoyer, C.C.; Perkins, D.F., & Munyua, C. (2001). iii) Solving Problems survey by Barkman, S. & Machtmes, K. (2002). iv) Test of higher mental ability in science (THMAS) by Sansanwal, D. N. & Joshi, A. (1989). v) Verbal Test of Creative thinking (TCM) by Mehdi, B. (1976). vi) The revised Two-Factor Study process Questionnaire (R-SPQ-2F) by Biggs, J.; Kember, D. & Leung, D. Y. P. (2001). Life skills activities.

In terms of analysis Malhan (2011) used descriptive and inferential statistics.

In terms of findings Malhan (2011) has concluded that in comparison to cooperative learning and conventional teaching approach, the study's findings shows that hybrid

instructions in cooperative learning environments can improve secondary student's performance in the science subject.

STUDIES CONDUCTED ABROAD

- ❖ Any approach made through life skills helps in creating a positive learning environment for learners. With this aim Suhendi et al. (2017) aims at developing life skills through cooperative learning models in Aquatic activities. Odja & Mursalin (2019) conducted a study with an aim of improving writing science skills by implementing life skills oriented cooperative learning in physics. Abdelgelil (2022) conducted a study to assess the impact of innovative cooperative learning strategy on enhancing a specific life skill among secondary stage students.

In terms of the methodology used Suhendi et al. (2017) employed action research. Odja & Mursalin (2019) and Abdelgelil (2022) applied experimental method.

In terms of tools used Suhendi et al. (2017) used structured observation adapted from Goudas and Giannoudis (2008) and interview. Odja & Mursalin (2019) used science test adapted from written expression and written lab reports and observation. Abdelgelil (2022) used list of life skills to be developed, an achievement test, a teachers' guide and an educational unit.

In terms of analysis Suhendi et al. (2017) employed percentage to observe the patterns occurring throughout the entire progression, spanning from the initiation to the completion of the activity. Odja & Mursalin (2019) used normalized N-gain to assess the extent of improvement in students' science writing skills by analyzing the categories. Abdelgelil (2022) used descriptive and inferential statistics.

In terms of findings Suhendi et al. (2017) findings indicate that implementing a cooperative learning model in aquatic learning activities enhanced students' life skills. The cooperative learning model offers a chance for students to cultivate life skills on their own. Odja & Mursalin (2019) concluded that employing cooperative learning focused on life skills in the 21st century has the potential to enhance students' science writing skills, which currently fall within a moderate category. Abdelgelil (2022) concluded that employing a cooperative learning strategy to cultivate life skill in secondary school students proved to be effective. This pertains to the impact of utilizing the cooperative learning strategy, as it facilitated cooperation among

students and encouraged the presentation of diverse ideas related to the issues addressed during the experimentation.

2.2.1 REFLECTION ON LITERATURE

The studies conducted highlight the effectiveness of cooperative learning models in enhancing life skills across various subjects and activities for students. This suggests that cooperative learning strategies, whether blended with other instructional methods or focused on specific activities like aquatics or physics, have a positive impact on students' life skills development.

There is a noticeable preference for experimental methods and action research in assessing the impact of cooperative learning on life skills. However, the lack of qualitative research in these studies indicates a gap in understanding the deeper, contextual experiences and perceptions of students.

The findings from these studies collectively highlight the effectiveness of cooperative learning in enhancing students' performance and life skills. Implementing cooperative learning models in various activities, such as aquatic learning, provides students with opportunities to develop life skills independently. Overall, these findings highlight cooperative learning as an effective pedagogical approach that not only improves academic performance but also cultivates essential life skills necessary for success among students.

2.3 Section III: RESEARCH STUDIES RELATED TO EFFECTIVENESS OF COOPERATIVE LEARNING ON TEACHING OF SOCIAL SCIENCES/STUDIES

STUDIES CONDUCTED IN INDIA

The studies conducted in India have been focused on 2 dimensions. These dimensions have been presented below.

❖ STUDIES ON THE INFLUENCE OF COOPERATIVE LEARNING

Singh (2014) conducted a study to check the influence of cooperative learning of secondary school students' critical thinking, social competence, and academic achievement in social sciences.

❖ **STUDIES ON IMPACT OF COOPERATIVE LEARNING**

Chopra (2019) conducted a study to examine the impact of cooperative learning on the critical thinking, social competence, and science achievement of secondary school students, with the specific goals of (i) creating and validating a test for critical thinking skills and (ii) developing and validating a test for social studies achievement. Singh (2020) investigated to know the impact of cooperative learning among secondary school students on perceived classroom environment, critical thinking skills and academic outcomes in social studies.

In terms of methodology Singh (2014), Chopra (2019), Singh (2020) has used experimental method.

In terms of tools Singh (2014) used Critical Thinking skill test, Critical Thinking in Everyday Life Developed by Mincemoyer, Perkins, Munyua (2001), Achievement Test in Social Science, Social Competence Scale Developed and validated by Rani and Sharma (2010), cooperative learning Modules. Chopra (2019) used social competence test, Critical thinking skills test and achievement test. Singh (2020) has used test on classroom environment, critical thinking skills and learning outcomes in social studies.

In terms of analysis Singh (2014), Chopra (2019) has used Mean, S.D and ANOVA, Singh (2020) has employed ANOVA, measure of central tendency, S.D and correlation.

In terms of findings Singh (2014) revealed that jigsaw method (Cooperative learning method) is better than traditional teaching method for fostering critical thinking (skills and dispositions), social competence, and academic success in social science among ninth-grade pupils. Chopra (2019) study found that students taught using jigsaw cooperative learning technique performed much better in social studies, critical thinking, and social competency than students taught using the traditional mode of instruction. Singh (2020) concluded that students in the experimental group who were taught using the cooperative method (Jigsaw) outperformed students in the control group who were taught using the traditional method in terms of perceived classroom environment, critical thinking abilities, and social studies learning outcomes.

STUDIES CONDUCTED ABROAD

The studies conducted abroad has been focused on six dimensions. These dimensions have been presented below.

❖ **STUDIES ON IMPACT OF COOPERATIVE LEARNING**

Ajaja & Mezieobi (2018) performed a study to investigate the impact of employing a cooperative learning strategy on the academic achievements of students in the field of Social Studies.

❖ **STUDIES ON EFFECT OF COOPERATIVE LEARNING**

Adeyemi (2008) conducted a study to examine the effect of cooperative learning and problem-solving strategies on Junior secondary students. Yusuf (2010) conducted a study to determine the effectiveness of cooperative instructional strategy on the teaching and learning of social studies. Majoka, Khan & Shah (2011) investigated the efficacy of employing cooperative learning methods to teach social studies to elementary level students with different abilities. Faiza (2018) conducted a study to analyse the effect of cooperative learning model Jigsaw on student's achievement on history subject. Peldon & Chalermnirund (2018) conducted a study to analyse the effect of cooperative learning strategies on students learning achievement and satisfaction. Purwanto et al. (2018) conducted a study to check the effectiveness of cooperative learning model on student's motivation. Akaraonye et al. (2016) conducted a study to check the effectiveness of cooperative learning on the academic achievement of social studies students as influenced by their level of ability. Korkmaz & Tay (2016) performed a study to evaluate the effectiveness of the cooperative learning method, as well as systematic teaching and constructivist learning approaches, in enhancing student achievement and retention in the context of teaching social studies lessons. Erbil & Kocabas (2020) conducted a study to examine the effect of flipped classroom and cooperative learning on academic achievement and motivation level of 4th grade students.

❖ **STUDIES ON THE IMPLEMENTATION OF COOPERATIVE LEARNING**

Salako et al. (2013) Carried out research to assess how the implementation of a cooperative learning strategy influences the knowledge and attitudes of junior secondary school students towards multicultural education concepts in the field of Social Studies. Anse & Ilham (2018) performed a study with the aim of improving students' learning outcomes by applying the cooperative learning method (NHT) in the context of fourth-grade social studies at the primary school level. Herwiyanti et al.

(2019) conducted a study to improve students learning achievement by implementing Numbered Heads Together.

❖ **STUDIES ON APPLICATION OF COOPERATIVE LEARNING MODEL**

Handayani et al. (2017) conducted research to improve learning outcome and learning motivation by applying STAD using picture as the media. Sholissafitri (2022) conducted research to improve social studies learning achievement by applying Jigsaw model. Usmaedi et al. (2022) used cooperative learning model Learning team to increase students learning outcomes in social studies.

❖ **STUDIES ON PERCEPTION TOWARDS COOPERATIVE LEARNING**

Leon & Bucayu (2021) investigating the perception of Filipino students towards the utilization of cooperative learning in the context of social studies.

❖ **COMPARATIVE STUDY ON TWO MODELS OF COOPERATIVE LEARNING**

Munawaroh (2015) conducted a comparative study to explain the difference between Numbered Heads Together and Students Team Achievement Division on the learning achievement of 8th grade students.

In terms of methodology Adeyemi (2008), Yusuf (2010), Purwanto et al. (2018) has used quasi experimental non-equivalent pre-test post-test control group design. Majoka et al (2011), Salako et al. (2013), Munawaroh (2015), Akaraonye et al. (2016), Korkmaz & Tay (2016), Faiza (2018), Ajaja & Mezieobi (2018), Erbil & Kocabas (2020) has used experimental method. Handayani et al. (2017), Anse & Ilham (2018), Herwiyani et al. (2019), Sholissafitri (2022), Usmaedi (2022) has used action research. Peldon & Chalermnirundorn (2018) has used mixed method with one group pretest-posttest design. Leon & Bucayu (2021) has used convergent mixed method.

In terms of tools used Adeyemi (2008) has used Social Studies Achievement test, Instructional package on cooperative learning strategy and Instructional package on problem solving strategy Yusuf (2010) used Social Studies performance Test (SSPT), Teaching instruments for the two groups: Cooperative Instructional Package (COOIP) and Conventional Instructional Package (CIP) and Scoring Level test in Social Studies

(SLTSS) to gather information from the samples. Majoka et al (2011) has used 15 lesson plans subject to STAD and achievement test. Salako et al. (2013) used Achievement test on Social Studies. Munawaroh (2015) has used observation, interview and test. Akaraonye et al. (2016) used Social Studies achievement test, Social Studies learning ability test and Lesson package on social studies. Korkmaz & Tay (2016) used Achievement test. Handayani et al. (2017) used observation, interview, test questionnaire and documentation. Ajaja & Mezieobi (2018) used Social Studies Performance Test (SSAT) and multiple-choice objective questions. Anse & Ilham (2018) has used interview, observation, documentation and test. Faiza (2018) has used learning achievement test. Peldon & Chalermnirund (2018) has used lesson plans, achievement test, student's reflective journal and focus group discussion. Purwanto et al. (2018) has used non test instrument that is questionnaire. Herwiyanti et al. (2019) has used observation, test, questionnaires and documentation. Erbil & Kocabas (2020) has used Academic Achievement test. Leon & Bucayu (2021) has used questionnaire developed by McLeish and interview question adapted from McLeish. Sholissafitri (2022) has used observation and evaluation test. Usmaedi et al. (2022) has used classroom observation and written test.

In terms of analysis Majoka et al. (2011), Munawaroh (2015), Erbil & Kocabas (2020) has used Mean, S.D and t test. Adeyemi (2008), Yusuf (2010), Salako et al. (2013) employed ANCOVA. Akaraonye et al. (2016), Ajaja & Mezieobi (2018) has used Mean, S.D and ANCOVA. Korkmaz & Tay (2016), Purwanto et al. (2018) has employed ANOVA. Handayani et al. (2017) has employed Mean, S.D and percentage analysis. Anse & Ilham (2018) has employed thematic analysis. Peldon & Chalermn (2018), has employed Mean, S.D, t test and content analysis. Faiza (2018) has used t test, bartlet test and content analysis. Leon & Bucayu (2021), has employed Mean, S.D and content analysis. Herwiyanti (2019), Usmaedi (2022) has used percentage analysis. Sholissafitri (2022) has used qualitative analysis by comparing success rate between each cycle.

In terms of findings Adeyemi (2008) results indicate children who were exposed to cooperative learning strategies outperformed their peers in the other groups. The study's findings also suggested that gender matters in the impact of instructional techniques. Yusuf (2010) Results indicated that students taught with the Cooperative Instructional Strategy (COOPIS) outperformed those taught with the Conventional Instructional

Strategy (CIS) by a significant amount. Majoka et al. (2011) concluded that cooperative learning was found to be effective for teaching social studies to the high achiever, average achievers and low achievers. Salako et al. (2013) revealed that the cooperative strategy proved more effective than the conventional strategy in the teaching and learning of multicultural concepts in social studies. Munawaroh (2015) study concluded that the Numbered Heads Together (NHT) cooperative learning paradigm performs better than the STAD cooperative learning model. Numbered Heads Together (NHT) is able to raise student achievement because of the kind of cooperative learning model that it uses. However, this does not imply that the Cooperative Learning STAD model is incorrect. There is a notable difference in the learning accomplishment of students and the cooperative learning models of Numbered Heads Together (NHT) and Student Team accomplishment Division (STAD). Akaraonye et al. (2016) result indicated that with the use of cooperative learning students were able to improve their achievement in social studies. Korkmaz & Tay (2016) stated that cooperative learning method and systematic teaching and constructivist learning approaches had a positive impact on the retention of the knowledge students learned. Handayani et al. (2017) reveals that student's motivation to learn improves steadily from cycle I to cycle III. Therefore, using pictorial media in conjunction with the STAD type of cooperative learning model application can enhance students' learning outcomes and motivation for the social sciences in ninth grade. Ajaja & Mezieobi (2018) result revealed that irrespective of their skill level, the result demonstrated that students had performed extremely well while adopting the cooperative learning technique. The findings also showed that the cooperative learning strategy benefited male and female students equally. It was suggested that social studies teachers should implement cooperative learning as an effective learning technique to boost students' performance, develop their social interaction skills, and encourage metacognition. Anse & Ilham (2018) findings determined that after each cycle, students' learning had improved. This suggests that implementing cooperative learning (Number Head Together) will likely improve students social studies learning outcomes in the fourth grade of primary school. Faiza (2018) findings suggest that cooperative learning outperformed traditional learning since the majority of students preferred working in groups. There was a significant difference in learning achievement based on the pre- and post-tests for students taught with the jigsaw cooperative learning model, there were no differences in student scores for the history subject taught using the conventional model. Peldon & Chalermnirund

(2018) concluded that students believed that cooperative learning techniques improved both their performance and level of participation in the classroom. This study showed that this teaching strategy helps students achieve better test results, develop stronger interpersonal skills, and collaborate with their peers more successfully. Purwanto et al (2018) The findings indicate that students who learn social science through cooperative learning simultaneously have higher levels of learning motivation than those who learn social science through traditional methods. Herwyanti et al. (2019) result concluded that Teacher activities, student activities, and learning achievement improved from cycle I to cycle III. Erbil & Kocabas (2020) concluded that, when compared to the control group, the cooperative learning method utilized separately, and the cooperative learning method used in the flipped classroom environment all had a positive and significant impact on the students' levels of academic achievement and motivation in both pre- and post-experiment groups. Leon & Bucayu (2021) concluded that the use of CL in social studies is viewed positively by students in both public and private schools. The qualitative data, however revealed that students appeared to be hesitant regarding the use of CL in the lesson plans. Kaymak et al. (2022) concluded that the implementation of the cooperative learning techniques results in a significant gain in mathematics achievement. Sholissafitri (2022) The learning outcomes were enhanced through the use of the cooperative learning model Jigsaw technique. It has been demonstrated that applying the Jigsaw technique's Cooperative Learning model can enhance the number of activities. Usmaedi et al. (2022) study highlight that listening teams of Cooperative Learning technique can be utilized as an alternate teaching strategy. Both the learning outcomes and the classroom activities of the students are greatly enhanced by this teaching strategy. This study shows that using listening teams based on the CL method is a successful teaching strategy for social science classes in primary schools.

2.3.1 REFLECTION ON LITERATURE

The various studies on cooperative learning primarily focus on its impact and effectiveness across different educational levels and subjects, particularly social sciences/studies. These studies examine the influence of cooperative learning on critical thinking, social competence, academic achievement, and classroom environment. Additionally, specific cooperative learning models, like Jigsaw, numbered head together and STAD, are analyzed for their application and outcomes. Overall, the

studies collectively underscore the positive effects and multifaceted benefits of cooperative learning on students' academic and social development.

The methodologies employed in the studies on cooperative learning predominantly feature experimental designs and quasi-experimental approaches, with a significant focus on pre-test post-test control group designs. Action research and mixed method are also prominently utilized. Notably, qualitative methods are largely neglected, which means there is a lack of in-depth studies that explore cooperative learning through detailed, personal experiences and views of the participants.

The findings from the studies collectively demonstrate the effectiveness of cooperative learning in enhancing various aspects of students' learning experiences and outcomes. cooperative learning methods such as Jigsaw, Numbered Heads Together, and Student Team Achievement Division have consistently shown positive impacts on critical thinking abilities, academic achievement, social competence, and motivation.

2.4 IMPLICATION OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

The difference between studies conducted in India and those conducted abroad regarding life skills research have varied focus. Studies in India concentrate on the impact, effectiveness, and development of intervention programs and packages for life skills. Whereas, studies conducted abroad emphasize on effectiveness, development, incorporation and perceptions, role towards life skills. While both areas explore life skills, the Indian context leans more towards practical application and program development, whereas international studies inquire into broader aspects such as perception and integration into various contexts.

When a new approach, program, or strategy is introduced in the classroom, it is crucial to observe the participants to record their reactions, attitudes and behaviours in their natural environment. This type of observation provides a deep understanding of how well the program is implemented and how participants respond. The studies mentioned above highlight a significant need for qualitative research, as it allows for a deeper understanding of experiences, phenomena and contexts. It is evident that very little attention has been given to qualitative research in these studies. Therefore, the researcher has chosen to use case study as a method to observe the enhancement of life skills through cooperative learning.

2.5 CONCLUSION

The literature review presented in this study highlighted the studies conducted in India and abroad by manifesting various dimension under which studies were conducted. The literature review presented the gaps in terms of methodology used. The implication drawn from the review of literature guided the researcher to use such approach which can help in understanding experiences, phenomena and contexts. The next chapter presents the research methodology used for the present study.