

CHAPTET II

REVIEW OF RELATED LITERATURE

2.1 Conceptual framework of Social Intelligence

The term of social intelligence has a comprehensive range of essence. With the passage of time different - different experts gave various definitions. In the words of Thorndike (1920) identify social intelligence as the skill to carry out the interpersonal tasks. In 1983, 1993 Gardner shared a theory of collective intelligence in which he distinguished between an interpersonal arena of intelligence and other several of cognitive abilities. By interpersonal intelligence he meant an individual's potential to anticipate and answer appropriately to the aura, nature, inspirations, and desires of other people. Sternberg introduced with a new theory (1985) of social intelligence, he shared that "triarchic theory of intelligence." In his theory he said that it's a One of the three aspects, and its referred to as provisional or practical intelligence, is characterized by active adaptation to the ambiance and the ability to control it to suit one's needs. Cantor and Khilstrom gave somewhat a different opinion on social intelligence, according to them; the notion is a "convenient organizing principle." They don't indicate that social intelligence to cover any particular cognitive structures and processes. They called it declarative and procedural knowledge relevant to, and directed at, the task of social life. Social intelligence point out to understanding of self, others, and the social condition. Also, rules governing impression formation, causal attribution, and other social decisions and inferences relate to the arena of social intelligence. Furthermore, metacognition used in objective setting, planning, examine, and assessing social effort forms an important component of social intelligence. According to Ford and Tisak [1983], one of three criteria has been used in the literature to define the area of social intelligence. First, some studies ponder almost any social measure with a skills component. Second, some studies apply a more small analysis of social intelligence, referring it to the decoding of social information. Social intelligence is then identify by skills such as reading nonverbal cues and making inferences from the behavior of others. Social perception, adequate role taking, scripts insight, and interpersonal awareness are other suggestive factor. Third, social intelligence has been defined as adaptiveness in social performance. A socially intelligent individual shows behavioral flexibility and is able to handle his/her

reaction depending on the circumstances of the bearings. Social intelligence may also be defined in terms of behavioral outcomes, i.e., the ability to make others voluntarily behave, and even enjoy behaving, in desired ways.

If we see these above theories of various experts, they defined social intelligence in their own language, and in various way, but the thing which came in existence, here all they defined it, in a tool of adaptation with circumstances, as a life skill, making relations better and social. It also focus and count the individual capability, and his/her social IQ, regarding to himself/herself, to others, and to the society. Social intelligence is a tool of effectiveness which brings.

Sevil Albayrak.et.al (2016) studied “Assessing the effect of school bullying prevention programs on reducing bullying.” This study was conducted for the purpose of assessing the effects on reducing bullying of a school bullying prevention program (BPP)”. A pre-test/post-test and control group, semi-experimental design was used for the research. The universe and sampling for the study comprised 583 pupils, ages 12–15, enrolled in two elementary schools in Istanbul. The BPP was prepared in accordance with the Behavioral–Ecological Model (BEM) and the Neuman Systems Model (NSM) and it encompassed faculty members, families and students. In the post-test, the mean scores of the study group in all of the sub-scales of the Peer Victimization Scale (PVS) and in the “threatening/intimidating” sub-scale of the Peer Bullying Behavior Scale (PBBS) were found to be significantly lower than those of the control group ($p < .05$). It was concluded that the BPP organized in line with the BEM and the NSM was effective in reducing bullying and could be used in nursing practices.

Faye Mishna.et.al (2016) “The contribution of social support to children and adolescents' self-perception: The mediating role of bullying victimization.” The purpose of this article is to report on a study that explores the linkages among self-perception, perceptions of social support, and bullying involvement among children and youth, with a focus on how bullying victimization mediates the association of social support and self-perception”. We employ Harter's multidimensional model of self-esteem (1999; 2012), which highlights the inextricable link of social support to global self-esteem but does not explore the contribution of bullying involvement to this association. Our findings indicate

that social support is associated with self-perception, and that traditional victimization mediates the association between social support and self-perception for three self-perception measures: social acceptance, physical appearance, and global self-worth. Contrary to our expectations, cyberbullying victimization was not found to mediate the relationship between social support and self-perception. These findings underscore the importance of exploring both traditional bullying victimization and cyberbullying victimization in relation to social support in order to understand their effect on development and wellbeing. More broadly, this study's finding that social support was a significant buffer to bullying victimization emphasizes the necessity of developing prevention and intervention strategies which are relationship-based and implemented early in young people's lives.

Deborah Rutman, Hubberstey (2016) studied “Young people's ‘ageing out’ of foster care has been described as stark and abrupt, in sharp contrast with the gradual process of transitioning to adulthood experienced by parented youth in the general population”. Research has demonstrated that being supported during this transition is associated with a variety of health, social, and educational outcomes. The purpose of this article is to report former foster youths' perspectives on their informal supports, what difference these supports made for them, and what they believed would be useful in their transition to adulthood. Data came from semi-structured interviews with 43 former foster youth aged 19–26. Findings revealed that while approximately half the informants reported having support from family, most did not have family whom they regularly relied upon for emotional, practical and/or financial support. Further, while nearly all youths indicated that having support made a difference to them, many also noted that for daily living, they were on their own. The study's findings are an important reminder of the gulf existing between youth from care and parented youth in terms of their access to support during their journey to adulthood.

Rui Yuana (2016) studied “Effects of vocational training on unemployed youths' work motivation and work engagement: Mediating roles of training adequacy and self-actualization.” This study investigated work motivation and work engagement, along with their associated factors, among unemployed young people participating in vocational

training schemes in Tianjin, China. Derived from a sample of 209 young trainees (mean age = 22.67, SD = 1.93), the results supported the hypotheses that training adequacy and self-actualization showed positive effects on work motivation and work engagement. Furthermore, training variables (the number of training courses attended and duration of workplace training) did not present any significant direct effect on either work motivation or work engagement; however, they predicted the two outcome variables indirectly through the mediating effects of training adequacy and self-actualization. The study implied that power, skills, and other resources gained during the training provided fuel for motivation and performance. The study also advanced the human capital development approach by unravelling the mechanism through which hard skills and soft skills contribute to youth empowerment and employment. The implications of these present findings for theory, practice, and policy were also discussed.

R A. Yakubovich. et.al (2016) studied “Community-based organizations (CBOs) have the potential to provide high quality services for orphaned and vulnerable children in resource-limited settings”. However, evidence is lacking as to whether CBOs are reaching those who are most vulnerable, whether attending these organizations is associated with greater psychosocial wellbeing, and how they might work. This study addressed these three questions using cross-sectional data from 1848 South African children aged 9–13. Data were obtained from the Young Carers and Child Community Care studies, which both investigated child wellbeing in South Africa using standardized self-report measures. Children from the Child Community Care study were all CBO attenders, whereas children from Young Carers were not receiving any CBO services, thereby serving as a comparison group. Multivariable regression analyses were used to test whether children attending CBOs were more deprived on socio-demographic variables (e.g., housing), and whether CBO attendance was in turn associated with better psychosocial outcomes (e.g., child depression). Mediation analysis was conducted to test whether more positive home environments mediated the association between CBO attendance and significantly higher psychological wellbeing. Overall, children attending CBOs did show greater vulnerability on most socio-demographic variables. For example, compared to children not attending any CBO, CBO-attending children tended to live in more crowded households (OR 1.22) and have been exposed to more community violence (OR 2.06). Despite their heightened

vulnerability, however, children attending CBOs tended to perform better on psychosocial measures: for instance, showing fewer depressive symptoms ($B = -0.33$) and lower odds of experiencing physical (OR 0.07) or emotional abuse (OR 0.22). Indirect effects of CBO attendance on significantly better child psychological wellbeing (lower depressive symptoms) was observed via lower rates of child abuse ($B = -0.07$) and domestic conflict/violence ($B = -0.03$) and higher rates of parental praise ($B = -0.03$). Null associations were observed between CBO attendance and severe psychopathology (e.g., suicidality). These cross-sectional results provide promising evidence regarding the potential success of CBO reach and impact but also highlight areas for improvement.

R. A. Bakoban et.al (2015) studied “Extracurricular activities and their effect on the student’s grade point average: Statistical study” Extracurricular activities are part of students’ day to day life; they play a relevant roles in student’s lives. Some of the studies have addressed the question of how student engagements to ECA change student's grade point average (GPA). This research was got to know whether the students’ grade point average in King Abdulaziz University, Faisaliah campus is touched by their participation in the ECA. This study also indicated the students’ satisfaction on ECA. The study sample having 239 students chosen via simple random sampling method. The study used inferential statistics to inspect this study design. To achieve the objective of this study, a questionnaire (comprising 19 questions) was designed. The results pointed out that active participation in ECA affects the students’ GPA in a constructive way. The study shows that those who participated in ECA have higher GPA than those who did not; the study also describe that the time spent participating in ECA did not impact the time students usually spend on studying (the result showed there wasn't any relationship between them). Furthermore, the study brought out that students, based on faculty, are generally appease with the usable extracurricular activities in the campus.

Jutta Dotterweich (2015) studied “Positive Youth Development 101: A Curriculum for Youth Work Professionals. “The Positive Youth Development 101 curriculum aims to provide an orientation to the youth development approach for professionals new to the field of youth work. While maintaining core concepts of positive youth development that were

promoted by the NYS Advancing Youth Development (AYD) curricula, this training includes new activities, resources, and research findings.

Will Dobbie et al (2015) studied “The impact of voluntary Youth Services on Future Outcomes: Evidence from Teach for America”. This paper provides casual estimates of the impact of service programs on those who serve, using a data from web – based survey of former Teach for America applicants. We estimate the effect of voluntary youth service using a discontinuity in the Teach for America application process. Participating in Teach for America increase racial tolerance, makes everyone, social, optimistic about the aspects of life for poor children and to make them indulge in to get work in education.

Fabrizio Gerli et al (2014) studied “Emotional and Social Intelligence and Leadership Development in the Higher Education. An Exploratory Study.” Our study aims to contribute to the literature on leadership development through the lifespan, by providing an empirical evidence of the dynamic processes related to leadership development in early stages. This research advances the understanding on how higher education institutions can introduce a systematic approach to support leadership identity formation and self-regulation as primary outcome of leadership development process, by taking into account that individuals may undertake different developmental trajectories We suggest that the implementation of the Intentional Change Theory in the academic context, which aims to help students to attain their desired professional future and to increase their self-awareness, could support leadership identity formation. Through the case study of the Ca’ Foscari Competency Centre (CFCC) of University of Venice (Italy), we discuss how the process of early identity formation and regulation of two groups of students, who have expressed a different intent about their job, may differ. Findings show some differences in the values and in the competency portfolio between the two groups of students. These differences suggest two different developmental trajectories of students aiming at an entrepreneurial career and students who expressed a different intent.

Javier Omar Trevino (2014) studied “Emotional and social intelligence: A Study of Interpersonal, Intrapersonal, Social Awareness, and Social Facility Skills of Information Technology Professionals in Higher Education.” Technology is exponentially growing at

a rapid pace across all industries, including higher education. Those who support these technologies, information technology (IT) professionals, are susceptible to job pressure factors, such as stress, due to labour shortages and a need for more communication with people other than IT professionals across campuses. This raises concern about their ability to interact according to emotional intelligence (EI). Very little is known about two EI aspects of IT professionals (interpersonal and intrapersonal skills) and their relationship to professional roles. The purpose of the study was to examine the relationships between various roles of IT professionals in higher education and their interpersonal and intrapersonal skills of EI. The study employed an ex-post facto design. The independent variable consisted of IT personnel's professional roles, education, and social intelligence. The dependent variable was emotional intelligence, consisting of interpersonal and intrapersonal EI. Data were analysed according to t-test, ANOVA, and correlation statistics. The participants were IT professionals at 20 four-year public universities in the Texas A&M and University of Texas systems. There were 94 IT professionals who participated in the study. The findings showed that IT professionals with a degree in technology had lower stress levels and lower self-esteem than IT professionals whose degree was in business. However, there were no statistical differences in IE among IT professionals as it related to job titles, number of years on the job, or highest degree earned. Further analyses revealed social intelligence was correlated to emotional intelligence, although the relationship was weak. The study showed that IT professional are socially awkward. Since results revealed that as social intelligence decreased so did their emotional intelligence, IT leaders should be cautious about which IT professionals they want to interact directly with students, staff, faculty, and administrators. Furthermore, IT departments may need to change hiring practices. Those IT professionals who have technical expertise coupled with good people skills can be called upon to interact with other campus personnel.

Cosmas Maphosa.et.al (2012) studied “The Influence of Learners’ Participation in School Co-curricular Activities on Academic Performance: Assessment of Educators’ Perceptions” The study sought to set up educators’ seeks on the impact of learners’ taking part in school co-curricular activities on their academic performance. The study got a case study sketch that utilized both quantitative and qualitative approaches. Data were sought

from educators in both private and public schools in one educational district in the Eastern Cape Province of South Africa. A convenient sample of forty teachers involved in the study. The study employed a semi-structured questionnaire to gather quantitative data and phenomenological interviewing to collect qualitative data. Quantitative data collected were coded and analysed through a blend of both descriptive and inferential statistics. Qualitative data were analysed using measure analysis method. The study indicated that educators held supportive views about the taking part of learners in co-curricular activities as they felt the participation was beneficial in numerous ways. Educators were also of the view that values circulated through participation in co-curricular were important in learners' academic performance. The study also set up that learners' indulging in co-curricular activities did not always guarantee learners' success in academic studies. This study gives recommendations regarding learners' participation in co-curricular activities.

Law M. F. Ben. et.al (2012) studied "Recognition for Positive Behaviour as a Critical Youth Development Construct: Conceptual Bases and Implications on Youth Service Development." Recognition for positive behaviour is an appropriate response of the social environment to elicit desirable external behaviour among the youth. Such positive responses, rendered from various social systems, include tangible and intangible reinforcements. The following theories are used to explain the importance of recognizing positive behavior: operational conditioning, observational learning, self-determination, and humanistic perspective. In the current work, culturally and socially desirable behaviours are discussed in detail with reference to Chinese adolescents. Positive behaviour recognition is especially important to adolescent development because it promotes identity formation as well as cultivates moral reasoning and social perspective thinking from various social systems. The significance of recognizing positive behaviour is illustrated through the support, tutorage, invitation, and subsidy provided by Hong Kong's social systems in recognition of adolescent volunteerism. The practical implications of positive behaviour recognition on youth development programs are also discussed in this work. (The scientific world journal)

. Patricia Snell Herzog. et.al (2012) studied "Youth Group Cliques: How Religious Goals Can Disguise Discriminatory Group Dynamics." This paper provides an in-depth,

qualitative analysis of two Christian youth groups. Researchers conducted personal interviews with participating youth and their youth ministers and collected extensive field notes on participant observations of youth group events. Findings indicate the presence of youth group cliques with clear delineations about which participants are youth group insiders and which are outsiders. Results show that insider participants are typically socioeconomically advantaged youth, while outsiders are typically youth from disadvantaged backgrounds. Despite the existence of these exclusionary practices within both groups, leaders in the two cases demonstrate differing levels of awareness of and response to these dynamics. This paper explores the specifics of both cases, illuminating who is targeted for exclusion within these groups and how this targeting varies across the two congregational contexts. Implications of these findings are that religious youth groups may perpetuate broader socioeconomic divisions. Specifically, the analysis reveals that rather than forming benign cliques, youth group members may be discriminating against others based on their relative socioeconomic advantage.

Francisca Omorodion et.al. (2012) studied “The use of National Youth Service Corp members to build AIDS competent communities in rural Edo State Nigeria.” This paper focuses on the community component of a larger action research project on HIV Prevention for Rural Youth (HP4RY), funded by the Global Health Research Initiative (Canada)”. It began with ethnographic research in 10 communities’ selected using geography representative sampling and random assignment to one of three research arms. Using the AIDS Competent Community (ACC) model developed by Catherine Campbell, the ethnographic research identified factors in six domains that contributed to youth vulnerability to HIV infection. This was followed by recruitment, training and deployment of three overlapping cohorts of young adults (n=40) serving in Nigeria's National Youth Service Corp (NYSC), to mobilize youth and adults in the communities to increase communities' AIDS competence over a nearly 2 year period. Monthly reports of these Corpers, observations of a Field Coordinator, and community feedback supported the conclusion that communities moved towards greater AIDS competence and reduction in youth vulnerability to HIV infection.

Tahir Mehmood .et.al (2012) studied “Impact of Co-curricular Activities on Personality Development of Secondary School Students” The study was aimed to bring out the effect of co-curricular activities on personality development of Secondary School Students. The objectives of the study were to find out the effect of co-curricular activities on developing confidence, honesty, sociability, and sympathetic attitude, sense of responsibility, social obligation and adaptation among secondary school students. The study was shorten to sports, oratories, debates, scouting, girl guiding and athletics. The secondary school students of district Attock were population of the study. A sample of 480 students was taken randomly from 24 secondary schools. A likert type questionnaire consist of 35 items was developed. The study was sketched to measure 7 personality traits of secondary school students. Each trait was constant with the help of 5 items. The data were examined by using inferential statistical models. Hypotheses were tested by Pearson product correlation and t-test. On the basis of data analysis, it was found that curricular activities have significant impact on selected personality traits.

Holly .A Wilson. et.al. (2012) studied “The Effect of Youth Diversion Programs on Recidivism: A Meta-Analytic Review.” Pre- and post-charge diversion programs have been used as a formal intervention strategy for youth offenders since the 1970s. This meta-analysis was conducted to shed some light on whether diversion reduces recidivism at a greater rate than traditional justice system processing and to explore aspects of diversion programs associated with greater reductions in recidivism. Forty-five diversion evaluation studies reporting on 73 programs were included in the meta-analysis. The results indicated that diversion is more effective in reducing recidivism than conventional judicial interventions. Moderator analysis revealed that both study- and program-level variables influenced program effectiveness. Of particular note was the relationship between program-level variables (e.g., referral level) and the risk level targeted by programs (e.g., low or medium/high). Further research is required implementing strong research designs and exploring the role of risk level on youth diversion effectiveness.

Erin Massoni (2011) studied “Positive Effects of Extra Curricular Activities on Students” Extracurricular activities are spread in all levels of schools in many different forms. They can be in various forms like, sports, clubs, debate, drama, school publications, student council, and other social events. A student’s future can be purposive in the things

that they do in the hours after school and before their parents get home. This paper indicates the importance of extracurricular activities and the positive impact that they can have on students of all kinds differ from the above average student to the student that is on the verge of dropping out of school.

Matthew Morton.et.al (2011) studied “Youth Empowerment Programs for Improving Self-Efficacy and Self-Esteem of Adolescents.” Governments, funders, and charity organizations increasingly demand that young people be involved in the processes that affect their lives and communities. Youth empowerment programs (YEPs) are designed to build on the assets of young people through a focus on active participation, mastery experiences, and positive connections in order to improve developmental outcomes and positive transitions to adulthood. Proponents of YEPs suggest that they may constitute an effective, theory-based approach to youth development.

Chi Hung Leung.et.al (2011) studied “Can Co-curricular Activities Enhance the Learning Effectiveness of Students? An Application to the Sub-degree Students in Hong Kong” A total of 575 students were taken from the Associate Degree Foundation Program and the Associate Degree Program took in this study. The study having two purposes, which is on were to use the time series between/within experimental design to examine whether participation in co-curricular activities could (1) enhance student learning effectiveness and (2) have positive effects on the academic performance of self-funded sub-degree students in Hong Kong. It was found that participation in co-curricular activities could not promote student learning effectiveness. Associate degree students were too preoccupied by the need to get good academic results in the first 2-3 terms of study. Rather, this study point out that student learning effectiveness is affected by the time factor. High learning effectiveness was felt in the mid of the academic year but relatively low learning effectiveness at the end of the year.

Ashley Smeltzer.et.al (2011) studied “Developing the Social Skills of Young Adult Special Olympics Athletes.” The purpose of the study was to determine if young adult Special Olympics participants could develop, generalize, and maintain target social skills (eye contact, contributing relevant information, and turn taking) as a result of a 14-week Social Skills and Sports (S3) Program that combined classroom instruction with soccer

activities”. Data were collected through direct observation during soccer practices, parent interviews, and parent rating forms. Visual analysis and qualitative methodology were applied to analyse the four case studies. All of the participants increased their ability to demonstrate at least one of the targeted skills, generalized the skill(s) to other settings, and maintained the skill(s) five weeks after completing the intervention. Participants also developed social skills that were not targeted in S3.

Huiting Wu (2011) studied “Social Impact on Volunteerism.” Research on the social impact of volunteerism is a secondary, independent and non-partisan study that assesses if and how the national and community service has affected the society as a whole. The objective of the study is to identify the specific social effects of volunteerism, such as on economy, social welfare and the volunteers as individuals. The study presents existing evidence from research, reports and evaluations that demonstrate this positive impact and relevance, including an internationally literature reviews from United Nations Volunteers (UNV), a diversity of academic research as well as reports from a diversity of voluntary organizations. It is the first such assembly of this information in one place and provides a foundation for anyone wishing to establish the relevance of volunteering social impact.

Will Dobbie.et.al (2011) studied “The Impact of Youth Service on Future Outcomes: Evidence from Teach for America.” Nearly one million American youth have participated in service programs such as Peace Corps and Teach for America”. This paper provides the first causal estimate of the impact of service programs on those who serve, using data from a web-based survey of former Teach for America applicants. We estimate the effect of voluntary youth service using a sharp discontinuity in the Teach for America application process. Participating in Teach for America increases racial tolerance, makes individuals more optimistic about the life chances of poor children, and makes them more likely to work in education. We argue that these facts are broadly consistent with the "Contact Hypothesis," which states that, under appropriate conditions, interpersonal contact can reduce prejudice.

Gina Tagliapietra Nicoli (2011) studied “The Impact of Co-curricular Involvement on College Students’ Need for Cognition” The motive of this study was to analyse the impact of co-curricular participation on the need for cognition. Using multiple regression,

I found the relationship between co-curricular participation and the require for cognition while controlling for sex, race, perrest, precollege academic motivation, SES, precollege academic ability, high school involvement, institutional type, work, residence, major, non-classroom interactions with faculty, and the kind of instruction. I also analysed whether race, sex, or the type of institution students' attend further influenced the effect of involvement on the require for cognition The main impact model found the effect of involvement on the need for cognition to be statistically non-significant. While looking at conditional effects, I found being indulged had a small, but positive, statistically significant effect on the need for cognition for non-white students. Also during this research. I found sex and institutional type did not significantly impact the effects of indulging on the need for cognition. The suggestions for future research having replicating the current research and analyzing the impact of particular co-curricular involvement opportunities; following-up this study with a qualitative study to find what students are getting from co-curricular involvement; looking for some more conditional effects; and getting newness what other college experiences impact the need for cognition.

Rebecca Nesbit. et.al (2010) studied “At Your Service? Volunteering and National Service in 2020.” This article evaluates the potential of the Edward M. Kennedy Serve America Act of 2009 to raise the level of volunteering and national service in the United States, particularly among young people, and its implications for public administration in 2020”. The act would increase service-learning opportunities and national service placements substantially. Research suggests that participation in these activities is associated with increased volunteering civic and political engagement, and interest in a career in government or non-profit service, especially among African Americans and Hispanics. These results hold considerable promise for the practice of public administration in 2020. The authors find that their effectuation depends not only on increasing federal service programs significantly and continuing growth in funding, but also on addressing important challenges, such as the ability of public policy to increase volunteering, volunteer management capacity to support these efforts, the role of volunteering in addressing pressing social issues, and reaching disadvantaged population.

Nikki Wilson (2009) studied “Impact of Extracurricular Activities on Students.” Students who participate in extracurricular activities generally get advantage from so many chances supported them. The prosperity of active presentation in extracurricular activities consisting of having better grades, higher standardized test scores and higher educational fulfilment, attending school regularly, and having higher a higher self-concept. Participants in out-of-school activities used to learned skills such as leadership, and teamwork while minimizing the likelihood of alcohol use and illicit drug use and related problem behaviours. Those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school.

Anita. R Tucker. (2009) studied “Adventure-Based Group Therapy to Promote Social Skills in Adolescents”. This article shows adventure-based group therapy as one type of movement based group treatment that can be used to enhance social skills in adolescents. Adventure-based therapy groups are a combination of experiential education, outdoor education, and group therapy. Key factors of adventure-based therapy groups consist of activities that provide instant and solid result of behaviours, dependence on problem solving, their use of novel and unfamiliar environments, and the use of physical trust. The article having practice examples of how these factors can be used to encourage social skills and discusses shortages and suggestions for social work group practice.

Patricia Snell (2009) studied “Though many congregations structure youth ministry programs to foster desired religious and social outcomes, questions remain regarding whether participation in religious-based youth programs is beneficial for the youth involved”. Studies show that religion typically results in positive life outcomes for youth, but less is known about the causal mechanisms through which religion makes a difference in their lives. Data analysed are from two waves of the National Study of Youth and Religion (NSYR). This article examines the effect of youth participation on adult support, church connections, and moral values. A multivariate analysis with lagged dependent variables indicate some effects of youth group participation as well as self-selection processes.

Doug Macadam.et.al (2009) studied “Assessing the Effects of Voluntary Youth Service.” We use survey data from all accepted applicants to teach for America 1993-98 to

assess the longer-term effect of youth service on participants' current civic attitudes and behaviours". While TFA "graduates" score higher than the two comparison groups- "dropouts" and "non-matriculantes"- on a broad range of attitudinal items measuring civic commitment, these differences appear to be less a by-product of the TFA experience than a reflection of current involvement with the TFA organization. Moreover, the attitudinal differences are not reflected in actual civic behaviour. Specifically, graduates lag behind non-matriculantes in current service activity and generally trail both non matriculantes and drop-outs in self-reported participation in five other forms of civic/ political activity measured in the study. Graduates also vote at lower rates than the other two groups. Finally, fewer graduates report employment in "pro-social" jobs than either non-matriculantes or drop-outs. We close by speculating on what mechanisms may help explain variation in the long-term effects of youth service or activist experiences.

Mark (2009) studied "A study on extra-curricular involvement of students in extra-curricular activities." Results specified that the higher the standard of students' participation, the better their reconciliation to university. The relationship between action and habituate was arbitrate by self-esteem, realize stress, and social support.

Jing Wang.et.al (2009) studied "It has been generally presumed that engagement in extracurricular activities has a constructive impact to maintain of students beyond the first year. However, many people believe that these activities may actually strike student performance in a gloomy way due to conflicting time requirements and competing schedules, even if they do in fact promoter student tenacity. Interestingly, relatively some of studies have been designed in either of these areas due to a lack of applicable data. This paper indicate that these issues by presenting a study which disclosed that students accomplished much higher rates of confinement and graduation, maintained better GPAs, and had higher good standing rates when they busy in any of the activities within the scope of this study, which consisted of serving as a Board Member of ASI, becoming an Orientation Leader, taking a job as Residence Hall Associate, or having a leadership position in an on-campus club. For the objective of this study, freshman and undergraduate transfer cohorts from 2002 through 2007 were determined for use as samples. All students were then split into two groups: Participants and Non-participants. Furthermore, in relation

to the freshmen cohorts, three subcategories were adapted to action in further relative analyses to ensure that the participant and non-participant groups were comparable in relation to their academic backgrounds, these consisted; students with high school GPAs below 3.0, students in need of alleviative and commuters. Additionally, two sub-categories were employed in relation to the undergraduate transfer cohorts, those being; males, and students under the age of 25.

Timothy Williams et al (December 2009) studied “The impact of the African Youth Alliance program on the sexual behaviour of young people in Uganda.” This study evaluates the impact of the African Youth Alliance (AYA) program on the sexual behaviour of young people aged 17-22 in Uganda. Between 2000 and 2005, the comprehensive multicomponent AYA program implemented behaviour-change communication and youth-friendly clinical services, and it coordinated policy and advocacy. The program provided institutional capacity building and established coordination mechanisms between agencies that implemented programs for young people. The analysis of findings from both a self-reported exposure design and a static group comparison design indicated that AYA had a positive impact on sexual behaviour among young females but not among young males. AYA-exposed girls were at least 13 percentage points more likely to report having used a condom at last sex, at least 10 percentage points more likely to report that they had consistently used condoms with their current partner, at least 10 percentage points more likely to have used contraceptives at last sex, and 13 percentage points more likely to have had fewer sex partners during the past 12 months, compared with girls who were not exposed to the AYA program. Scaling up the AYA program in Uganda could, therefore, be expected to improve significantly the sexual and reproductive health of young women. Effective strategies for promoting safer sexual behaviours among boys and young men must be identified, however.

Lipscombe (2008) studied “The role of the extra-curricular domain in higher education for viable development. The extra-curricular sphere may having definite qualities that could make it a useful environment for the promotion of education for continuous development (ESD) and work in higher education. Belief on these qualities and capacity functions is check with the help of research into UK HE practice, including a

postal questionnaire survey of UK universities and an ongoing case study to find out the impact of extra-curricular practice at one institution over a year. Extra-curricular activities are found to be common in UK in higher education. Their capacity utility is assured but set alongside with so many limiting factors. The case study in progress highlights some of the linkage factors speculated to be purposeful in a precise change course.

Bill Weber (2008) studied “Student involvement in co- curricular activities and success on the Kansas mathematics and reading assessment” The motive of the study was to ascertain whether students who are active in co-curricular activities achieve better on state assessments than students who do not take part in co-curricular activities. A review of literature showed co-curricular engagement was linked to higher GPA, better school attendance, and lower frequency of discipline. Although past studies glanced at various standardized evaluations, this study used scores from the Kansas Mathematics and Reading Assessments as a means of comparison. For this study, the researcher analysed co-curricular participation and test scores during the 2006-2007 school year from the Olathe School District, located in Olathe, Kansas. Four research hypotheses were proposed to find the impact of co-curricular induction on 4 assessments (8th Grade Mathematics, 8th Grade Reading, 10th Grade Mathematics, and 11th Grade Reading). The data on co-curricular activity attachment and the Kansas Assessment results were gathered from the Olathe School District’s student data base. Student co-curricular activity involvement was tagged in the computer system by the district’s data operators, and the judgements information was got to know from the state of Kansas evaluation program database. At the 8th grade level, there were a total of 1,807 students with 1,500 who took part in at least one co-curricular activity. The 10th grade included a total of 1,912 students with 1,256 who engaged in at least one co-curricular activity. At the 11th grade, there were 1,795 total students with 1,201 students who participated in at least one co-curricular activity. A t test for independent means was performed to fix if co-curricular having impacted student achievement as content by the designated Kansas State Assessment. iv The findings of this study pointed that co-curricular activities had a positive effect on all four evaluations studied. For the 8th Grade Mathematics Assessment, the t-test yielded a value of 10.99, followed by a medium effect size (0.63). A t-test for the 8th Grade Reading Assessment yielded a value of 10.85, followed by a medium effect size (0.58). Results from the 10th

Grade Mathematics Assessment yielded a t-value of 14.10. It also had a medium effect size (0.66). The final t-test for the 11th Grade Reading Assessment yielded a t-test of 13.12, followed by a medium effect size (0.59).

Markson (2008) studied “The impact of participation in extra-curricular activities, on educational attainment and work and career related outcomes.

That involvement in high school extra-curricular activities edge to positive long-term result in person to person lives.

Anne and Betty (2008) studied “An investigation on student’s involvement in extracurricular activities for the development of academic activities.” It was found that the accordance between physical activity and happiness in adults, justifies the consequences that there was no significant relationship between happiness and occupational or leisure-time activity. Happiness scores were correlated with gender, and females were found to be importantly happier than males ($p=0.001$), although the reason for this was not matched in this study. Participants with low activity levels were found to have a lower mean happiness score than more active participants but his was not statistically compelling. Forty-four participants (86%) were found to meet current government guidelines for endorsed levels of daily activity. The study finalize that higher levels of activity were not directly linked with increase happiness. It also supports previous research matching happiness as a multidimensional concept resting on many social and environmental aspects.

Mary Stuart.et.al (2007) studied “Student diversity, extra-curricular activities and perceptions of graduate outcomes” The research was initiated following a prosperous bid to the Higher Education Academy in 2007 to check out the importance of extra-curricular activities on students and their futures. The interpretation of ‘extra-curricular activities’ (ECAs) was immense and consisted all activities beyond ‘the classroom’ such as active participation in university societies and clubs, paid and voluntary employment, family commitments, religious engagement and internet activities.

Son Parker (2007) studied “A qualitative study on young women's career and educational development through extra-curricular activities.” The result of taking part in extra-curricular activities on young women's career and educational development were

checked. A persistent comparative procedure was used to check the open-ended reply to questionnaires completed by 156 high school girls and the transcripts from semi-structured interviews with 5 female college freshmen and 2 young adult women who were in the work force. All seven women volunteered to be interviewed because of the positive attitude of their high school extracurricular experiences. The investigation established that girls taking part in extra-curricular activities primarily for personal, social, physical and emotional cause.

Eboni Baugh .et.al (2007) studied on “Youth Involvement in Community Development: Implications and Possibilities for Extension”. There is a need for Extension program/policy developers to better understand the role of youth in the community development process. While often seen as suited only for 4-H programs, youth can significantly contribute to a variety of Extension activities. Through active engagement, youth can take on ownership and become lifelong contributors to local well-being. This mixed-methods research reflects data from a survey of 418 Florida youth and 12 in-depth key informant interviews. The findings provide insights into the factors most directly shaping youth attitudes and involvement in their communities. From these, implications for applied use in Extension programs are presented

Reed W Larson.et.al (2007) studied “Emotional development in adolescence: what can be learned from a high school theatre program.” Grounded-theory study were used to define propositions regarding the proceedings of adolescent emotional development”. Progress in understanding this difficult topic requires close examination of emotional experience in context, and to do this the authors drew on qualitative data collected over the course of a high school theatre production. Participants' (ages 14-17) accounts of experiences in this setting exhibited their capacity to actively extract emotional knowledge and to develop strategies for handling emotions. These accounts suggested that youth's repeated "hot" experience of unfolding emotional episodes in the setting provided material for this active process of learning. Youth also learned by drawing on and incarnating the emotion culture of the setting, which provided concepts, planning, and tools for handling emotional episodes.

Kathleen M. Armour et al (2006) studied “Re-engaging Disaffected Youth through Physical Activity Programmes.” It is a cherished trust within physical education and sport communities that participation in sport/ physical activity has the capacity to provide young people a range of physical, psychological and social assistance. More recently in the UK, this confidence has become obtrusive in government implications that, among other things, are seeking to re-engage disaffected young people in order to promote their life chances and reduce the impact of anti-social behaviours upon others. Yet, the bridge between physical activity interventions and developing pro-social behaviours is not straightforward, and there is an inadequacy of credible research to support many of the claims made for physical activity to or to inform decisions about effective intervention design. This paper reviews key literature, focusing particularly on disaffected young dynamic people and physical activity mediations in the school context, and identifies six key issues that, we would argue, warrant consideration when strategies physical activity programs to re-engage disaffected young people. In particular, it is said that the unprecedented levels of public and private funding available for physical activity related programs in the UK, and the high expectations placed upon them to give some of measurable outcomes, mean that the need for trustworthy monitoring and evaluation is pressing.

Mary Jo Arnoldi (2006) studied “Youth Festivals and Museums: The Cultural Politics of Public Memory in Postcolonial Mali.” Public memory practices are necessarily political, and in postcolonial Mali, as elsewhere in Africa, the state's cultural program have imply a refocusing and revalorizing of the precolonial past through both performance and material culture. In postcolonial Mali, youth festivals and the National Museum are very significant sites for building a national culture. Through the use of different media, each site has renewed a configuration of historical memories, symbolic forms, and cultural activities in the field of this nationalistic project.

Robert Smith et al (2005) studied “Participation in School-Based Extracurricular Activities and Adolescent Adjustment.” This paper investigate the link between participation in school-based extracurricular activities (ECAs) and adolescent adjustment (drinking, marijuana use, grades, academic attitudes and academic aspirations) among

students from six high schools. Three main issues were pointed out: the capacity confounding of selective ECA participation by better adjusted students and measures of adjustment, variability in the power of the linkage between ECA engagement and adjustment as a function of adolescent demographic features and activity type, and the role of peers as arbitrator of the association between ECA participation and adjustment. Adolescents who joined in ECAs reported higher grades, more positive attitudes toward schools, and higher academic longing once demographic attributes and prior adjustment were controlled. Alcohol and marijuana use were not independently related with ECA participation. The ECA-adjustment association did not differ by demographic characteristics and did not appear to be mediated by peer characteristics. Those who participated in non-sport ECAs reported regularly better alteration than those who did not participate in ECAs and those who join in sports.

Frances (2005) in his findings indicates that events across a range of extra-curricular area, inculcate students' problem solving skills by setting credible, real-world tasks. As an individual or members of a team, students in these events are confronted with finding quick fix to problems faced not only in today's scientific and technological world, but also in the worlds of business, education, law, religion etc.

Bryan Jeremy Cavins (2005) studied “The Relationship between Emotional –Social Intelligence Leadership Practices among College Student Leaders” This dissertation explored the relationship between Emotional-Social Intelligence (ESI) and student leadership practices among college student leaders. Additionally, study were examined to check if these concepts related to student performance within a university sponsored, co-curricular, four-year leadership development program (Program). The analysis of Emotional Intelligences and its relationship to effective leadership is observable in the literature; however, little if any research has applied this concept to student leadership practices and more specifically, student performance within a leadership development program. Eighty-Three students inscribe in the Program and fulfil the Emotional Quotient Inventory, EQ-i (Bar-On,1997) and the Student Leadership Practices Inventory, S-LPI (Kouzes & Posner, 2005).Additionally, the Program leader completed a modified 360-degree judgement to help measure the extent that participants’ self-reported scores (EQ-i

and S-LPI) were supported by their functioning within the Program. Pearson r correlations found that many S-LPI subscales positively correlated, either moderately or strongly, with the following EQ-i variables: overall ESI, the Intrapersonal subscale, Self-Actualization, the Interpersonal subscale, Social Responsibility, Empathy, Stress Tolerance, the Adaptability subscale, Problem Solving, the General Mood subscale and Optimism. Among leadership practices, Modelling the Way, Enabling Others to Act, and Inspiring a Shared Vision correlated most frequently with the ESI construct. Top Performers in the Program scored significantly higher than did other performance groups (Middle and Bottom Performers) in 11 out of the 21 ESI variables. Additionally, Top and IV Middle Performers scored significantly higher than did Bottom Performers in the following SLPI subscales: Modelling the Way, Inspiring a Shared Vision, and Challenging the Process. In terms of demographic differences and ESI, significant differences were matched with gender, age, GPA, race, year in the Program (cohorts), and mother's education level. And within student leadership practices, significant differences were only related with GPA, race, and father's education level. Within four of the five S-LPI subscales, performers with fathers who had 2- and 4-year degrees scored significantly higher than participants with fathers who did not have a college degree. Implications for practitioners of student leadership development programs are outlined, particularly the provision of student leadership development opportunities.

Claire Freeman et al (2005) studied "Youth participation in local government has been a hot topic at both central and local government levels in New Zealand". The paper reflection on the findings from interviews undertaken with planners and local government officers working in 11 local authorities where youth participation started have been developed. In particular the research studied what motivated planners to become indulge with children and young people, the structures and processes they used to produce more participatory overture and the kinds of projects that the authorities made. The findings point out that while there is indeed tremendous enthusiasm among those we interviewed and a commitment to promote participation for young people, levels of participation were low and understandings of the broader context of participation limited. The action was prompted by a desire on the part of local government to 'do something' and to respond to

match able problems and needs, rather than any deeper desire to face the marginalized level of young people in society and local government.

Joanna Royce Davis. et.al (2005) studied “Social emotional development: a new model of student learning in higher education.” A new construct, called social and emotional development (SED) which is described as the desirable, sustainable enhancement of personal potential to take advantage of emotional information, behaviours, and traits to promote desired social outcomes, is presented. The SED model, which having self-awareness, consideration of others, connection to others and impacting change, links the social emotional intelligence and competence development literatures. The purpose of SED is to give a framework to understand and facilitate increasing student social and emotional scope to identify emotional cues, process emotional information, and use of emotional knowledge to get adjust to social challenges in higher education.

Ros Burnett and Catherine Appleton (2004) studied “The ubiquitous theme of 'joined-up' services in UK government thinking is exemplified by recent reforms to the youth justice system in England and Wales”. S Previous research on multi-agency approaches has acclaimed between 'benevolent' and 'conspiratorial' interpretations of joined-up criminal justice and has diagnosed complexities in turning the palaver into reality. In line with conspiratorial angle, New Labor’s changes to the youth justice system have been seen as clue of further passage from welfare-based work, towards increased punitiveness and managerialism. This paper reports findings from an in-depth case-study of one youth offending team and its partnerships, finding out the realities of maximization on three levels: core practice; specialist projects; and strategic management. It was found that the social work ethic has survived this renovation of the youth justice system.

Park Nansook (2004) studied “The goal of positive youth development is to build and strengthen assets that enable youth to grow and flourish throughout life”. In this article, the definition, origins, and assessment of character strengths and ways of feeding them are described. Character strengths are here prescribed as a family of positive traits reflected in thoughts, feelings, and behaviours. Character strengths are significant in their own right, but they additionally build up well-being and cushion against psychological disorders among youth. Good parenting, close relationships with peer and family, positive role

models, positive institutions, and various youth development programs play crucial roles in the building of character strengths. Character strengths exist in degrees, and they can be measured as individual differences. Future studies should approach character strengths as multidimensional fabricates to get understand better and the structure and development of character, and how it supports to positive youth development.

Benjamin Silliman (2004) studied on “Key Issues in the Practice of Youth Development.” Three significant trends in youth development practice are defined: movement toward consensus in models guiding practice, movement toward science-based practice, and increasing resources available to practitioners. Harmony on an ecological framework for risk devaluation and competence building among advocates for blockage, flexibility, and expansion paradigms improves selection of appropriate planning for all youth audiences, as doe’s research-based confirmation on competent programs. Practitioners enjoy an increasing number of print and Internet resources for information, curriculum, program evaluation and improvement, and professional training. Continued improvements in programming and research can truly enhance existing programs and related areas, but cuts in funding for program sustainability and development to all cultural groups represent a major threat to youth development.

Andrea Edelman.et.al (2004) studied “Youth development and Youth Leadership.” All potent youth programs have youth development at their substance. Effective youth leadership programs build on stable youth development principles, with an insistence on those areas of development and program factors that support youth leadership. This paper has been imagined by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) to support youth service practitioners, administrators, and policy makers in defining, differentiating, and providing youth development and youth leadership programs and activities, which are important factors of the Workforce Investment Act (WIA).

Frank M Gresham.et.al (2004) studied “Social Skills Training for Children and Youth with Emotional and Behavioural Disorders: Validity Considerations and Future Directions.” This article gives an exploration of the present knowledge base of social skills training (SST) with students with, or at risk for, Emotional and Behavioural Disorders

(EBD). This knowledge base is appraised with respect to issues regarding compose, internal external and social validity of the SST literature. Research syntheses investigating construct validity advise us that the three domains of social interaction, prosaically behaviour, and social-cognitive skills sufficiently represent the social skills construct. Internal validity study based on the results of six meta-analyses guided that SST is an effective interference planning for students with EBD, showing a 64% improvement rate relative to handle using the Binomial Effect Size Display. External validity exploration showed that SST is effective across a broad range of behavioural difficulties, such as aggression externalizing behaviour's, internalizing behaviour's, and antisocial behaviour patterns. Some shortfall were noted in the social validity of SST outcome measures, and recommendations are made for betterment in this area. Overall, SST is an efficient and important part of a complete interference program for students with EBD.

P A Harrison. et.al (2003) studied "Differences in behaviour, psychological factors, and environmental factors associated with participation in school sports and other activities in adolescence." This study investigated whether participation in school team sports, exclusively or in maximized with other extracurricular activities, is linked with higher levels of psychosocial auctioning and warm active behaviour than participation in other extracurricular activities alone or non -participation. The study sample having 50,168 ninth grade public school students who has done an anonymous, voluntary state-wide survey in 2001. Students were categorized into four groups based on their presentation activation in sports and other activities (such as clubs, volunteer work, and band, choir, or music lessons): neither, both, other activities only, and sports only. Odds ratios for the group involved in both types of activities were truly higher than those for all the other groups for all healthy behaviour's and measures of connectedness, and significantly lower for all but one of the unhealthy behaviour's. Students those are active in sports, alone or in mixture with other activities, had significantly higher odds than the other two groups for exercise, milk consumption, and healthy self-image, and significantly lower odds for emotional distress, suicidal behaviour, family substance abuse, and physical and sexual abuse victimization. Students involved in other activities, alone or in combination with sports, had significantly higher odds than the other two groups for doing homework and significantly lower odds for alcohol consumption, marijuana use, and vandalism. The

finding that abuse victims seems to avoid sports but no other group activities raises concern and merits further research. Considering the capacity advantages in participation in sports and other activities, more research is needed to match and minimize barriers or deterrents, especially for youth from low-income families.

According to National collaboration for Youth (2011) studied “The Impact of Youth Development Programs on Student Academic Achievement.” The solution to ensuring academic success for all American children is not rocket science, nor is it only the responsibility of school systems. Youth serving organizations possess critical expertise to contribute to planning and decision-making in strategic discussions about improving outcomes in American schools and beyond. NCY’s human services organizations are eager to collaborate with school districts, parents, municipal officials and businesses to improve student success. Most important, they have the evidence based youth development expertise to do so. And they have relationships and regular contact with the same children, youth and families that schools do. They are an essential part of the equation necessary to produce future ‘greatest generations’ of Americans

Jalynn Roberts.et.al (year not specified) studied on “Student Involvement/Engagement in Higher Education Based on Student Origin” This study explored student participation based on educational root. The 190 students in the sample graduated with bachelors’ degrees from a public university in the south eastern United States in either 2006 or 2007. Results of the data analysis indicated that students were muddled at their university on statistically different levels placed on their educational element. Primitive students were distinct from the transfer students but the transfer students were the same regardless from where they originated. The primitive students were the most involved, followed by transfers from junior/community colleges. Transfer students from four-year colleges and universities were the least tool part.