**Chapter2: LITERATURE SURVEY**

#### 2.1 School And Its Activities

School contains some activities going around and every user of the app can see the school activities, the events happening in the school should be visible to all people and every one should know about the school.

While the topic of student mobility and its effects on school performance is of growing concern to educational researchers and practitioners, there remains a notable lack of rigorous scientific inquiry in this arena. A review of the literature reveals numerous studies addressing the topic in general; however, there exists a wide range of methodology and findings. While few studies were found to target homeless students in particular, the growing body of literature addressing mobility in general can be considered to inform issues related to school stability of homeless children and youth. The current review casts a wide net for purposes of identifying credible efforts to examine the relationship between student mobility and school performance and reporting findings that illuminate the issue.

KidsMatter recognises that a successful transition to school can increase the likelihood of positive social, emotional and academic outcomes for children. The Transition to Primary School literature review was undertaken to identify current research and effective practices for supporting children during the transition to primary school, and informed the development of the initiative.

Parental involvement, from an economist’s perspective, can be defined as direct effort, provided by the parent, in order to increase educational outcomes of their children. This definition implicitly refers to an education production function, and makes parental involvement one of its arguments. The broad perspective adopted here mirrors the definition of family involvement by the Harvard Family Research Project, one of the leading research groups into family involvement outside economics: their definition includes all activities by parents that are intentionally “linked to learning” [Bouffard & Weiss, 2008]. This review is concerned with parental involvement in school, defined as the efforts delivered by parents while their child is in school age. Traditionally, however, sociologists and practitioners in education have defined family involvement from the school’s perspective.Doing physical activity are often great opportunity to socialize. Focus and motivation can be achieved to pursue goals which helps by going to the recreation center like going to gym to interact and communicate with others.

The first objective is to review psychological theories on the motives for involvement, and the mechanisms that could justify a positive effect of parental involvement. The second objective is to look for empirical evidence on the determinants of spontaneous levels of parental involvement. The sociological literature in particular enriches our understanding of involvement choices by pointing to costs and barriers to involvement that are beyond parents’ control. Finally, the last objective is of course to review what is known today about the impact of parental involvement, and studies on parental involvement programmes - complementing studies on spontaneous levels of parental involvement - are the only noneconomic studies allowing to measure a causal impact. They consequently can give a partial answer to the second question, but high quality programme evaluation studies are actually rare

**2.2 Service Quality in School**

Economists of education are primarily concerned with resources devoted to education and their returns. Parental time is a quantitatively important input into the the education production function; however, we know very little on the causal link between levels of involvement and children’s success. Time use surveys, which allow us to compare countries, social classes, and to elicit trends, document the fact that even after the pre-school years, parents in the industrialized countries continue to spend substantial amounts

As service-oriented entities, fitness organisations inherited the unique service characteristics of intangibility, perishability, inseparability and heterogeneity. However, due to the actual features and activities of the sport consumer behaviour, there are significant differences between sport and other service based organisations. Studies in the area suggest that the unique sport service consumers motivations (McDougall & Levesque, 1994; Rust & Oliver, 1994; Ko and Pastore, 2004; Szabó, 2010), the human performance (as an important “core product”), high involvement of consumers in co-producing a sport service (Lovelock, 1996), social nature of the service, “excruciating” participation (habit towards the service) (Schneider and Bowen, 1995), valence, or factors out of control of the service provider (Brady and Cronin, 2001; Alexandris, 2004); evaluation of the immediate outcome of service (experience) and after-use benefits (Hu et al., 2009) all contribute towards the uniqueness of the sports based organisation. Service quality models Historically, SQ models originated with the Nordic (Grönroos, 1984) and American schools of thought (Parasuraman et al., 1985, 1988). The Nordic perspective suggested two SQ dimensions - functional quality and technical quality. According to the American model, or SERVQUAL, a SQ is the difference between the expected level of service and customer perceptions of the level received (Parasuraman et al., 1985). The authors go on to propose five SQ dimensions; reliability, responsiveness, assurances, empathy and tangibility characteristics of the service experience. Later critique of the American model led to the emergence of the SERVPERF model (Cronin and Taylor, 1992) whilst the Nordic perspective triggered the development of a threecomponent model (Rust and Oliver, 1994). Unlike SERVQUAL, SERVPERF is a performance only measure of SQ and excludes consumer expectations due to them being consistently high. The three-component model includes service product (similar to technical quality), service delivery (similar to functional quality) and service environment.

The next two models developed expanded the concept of SQ vertically (Dabholkar et al, 1996) and horizontally (Brady and Cronin, 2001). Vertical expansion suggested a multilevel nature of SQ; (a) higher order factor (retail SQ), (b) dimensions level, and (c) sub-dimensions level. Continual horizontal expansion conceptualized the five dimensions of the Dabholkar et al., (1996) model into three (interaction quality, physical environment quality, and outcome quality) and proposed nine sub-dimensions. Although Brady and Cronin’s (2001) model was argued to have superiority with respect to earlier models (Ko and Pastore, 2005; Martinez and Martinez, 2010), it has contradictions that have not been addressed (such as direction of influence between levels of quality). To overcome these issues, Martinez and Martinez (2010) suggested using Brady and Cronin’s (2001) model alongside the identification of the factors of SQ in the context of a particular industry.