CHAPTER 3

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LITERATURE REVIEW

The research aimed at determining the way attitudes and social skills of adolescents’ are affected by substance use at present and their intentions to use substance in future. The analysis was made using an anonymous questionnaire to seventh graders. The data was analyzed using Spearman’s r, multiple linear regression and Analysis of variance. It was concluded that though drug use is common in adolescents, enhancing their decision making capacity reduces the use of illegal substances.


This research aimed at explaining how emotions advance life goals. A study of 246 first year tertiary students was investigated to check the relationship between their Emotional Intelligence - EI and Life skills. Correlations between academic achievements and emotional intelligence was found to be small, where as higher EI correlated with better problem solving capacity, higher life satisfaction, and significantly lower anxiety levels, along with better coping abilities.


The study tries to determine the significance of music education to adolescents, including those enrolled and not enrolled in school music lessons. Attention was paid to the views of the adolescents of their engagement with music, the content of music program in school and their learning experiences. Five principal themes were identified and there was overwhelming support for music as a necessary component of adolescent life.

3.4 Compas Bruce E., Connor Smith Jenifer K., Sultzman Heidi, Harding Alexandre, Wadsworth Martha E. Connor, 2001, Coping with stress during
The paper deals with the progress and issues of coping with stress during childhood and adolescence. Questionnaires, interviews and observations have been used and coping has been evaluated and conceptualized. It is found that coping with stress is multidimensional. Also the coping process is associated with psychological symptoms and adjustments. The researchers found that problem-focused coping was associated with better adjustment, whereas emotion-focused coping were found to relate to poor adjustment.

3.5 Danish Steven J, 1996, Interventions for enhancing adolescents’ life skills, The Humanistic Psychologist.

This article examines how interventions can enhance the likelihood of success during adolescence and adulthood. Life skill interventions have been described which are designed to teach adolescents how to succeed in their various life domains.


This study focuses on the prediction of early adolescent involvement with anti-social peers from boys’ experiences in school, family and behavior at age 10. The research conclusion was arrived at using primary data.

The results of the study provide evidence that parental monitoring and discipline Practice in middle childhood were found to be significantly connected with involvement with anti-social peers at 10 and 12. Anti-social children become increasingly deficit in academic skills; they feel it increasingly frustrating to find themselves in classroom environment comprising of children with similar behavioral, social and academic profiles. The article further states that children seek social setting that provides maximum level of social reinforcement for minimum social energy.
The research finally concludes that friendships that are most successful are those that provide a good match of interest and skills. The research provides impetus for future speculation and study of peer affiliation patterns in social and effective adjustments during adolescence.

3.7 Dunn Elizabeth, Gordon Arbuckle J. Jr. University of Missouri – Columbia, May 2003 Life Skills in Children of Incarcerated Fathers, Can be found at http://outreach.missouri.edu..

The living Interactive Family education (LIFE) program was established in 1999 at Missouri prison. It was designed to help children and youth whose fathers were incarcerated. The research paper describes the impact of life program on these children. To measure and analyze life skills of these children, questionnaire was administered in July 2002 and January 2003. While children of incarcerated parents faced number of challenges, the assessment results indicates life program helps children improve life skills and meet challenges in life. More specifically, it was found that these youth improve their social competencies, communication skills and decision making skills, and also succeed in school.


This research examines the influences of family structure and parent-adolescents distress on the relationship of peers and drug use. 630 Grade 10 students in urban schools were examined. The girls were found to be exhibiting stronger relationship between peer pressure and drug use, than boys. Also the relationship was more in adolescents with families without fathers and step Fathers. However, family structure and gender did not moderate the relationship between peer drug models and drug use.

The article focused on Self determination which is understood as “the ability to identify and achieve goals based on a foundation of knowing and valuing oneself is critical to accomplishing major developmental activities of adolescents”. Conversely completing the development task of adolescence is essential to acquiring skills and knowledge needed to become more self-determined. The article also aims at exploring the relationship between adolescence and self-determination. First self determination is described a model of self-determination that delineates component knowledge and skills of self-determination are provided.

Next, the relationship between the components of self-determination and major adolescent development milestone is discussed. Finally, efforts that support self-determination for adolescents with disabilities are provided.

This article concludes with an emphasis that self-determination requires the students are viewed as active participants in the educational process. The article also considers this is a valuable functional life skill. As a result, in self-determination frame work students play an active and participatory role in deciding what they want to learn, why they want to learn it and how they are going to learn it.

The key is to understand and appreciate acceptance that focus on self-determination requires a fundamental shift in the way educational planning and implementations are conducted. It also holds the potential for increasing both the effectiveness and relevance of education for youth.


The research states that generalization and social validity are necessary aspects of any applied analytic endeavor. In fact, they are critical to social skills training, research and practice. Investigators have clearly demonstrated the effectiveness of various learning theory based interventions in teaching Social Skills to and increasing peer interactions of children with and without disabilities. This article reviews progress in the barriers to assessing and enhancing generality of social behavior change and its relationship to social validity.
It was observed that interest in Social Skill Training (SST) rarely ends with demonstration of initial change in how one child reacts with another. Once a social skill has been taught, one must check if the student continues to perform the target skill and acquire other social skills without being taught directly.


This paper highlights research about risk factors for depression in adolescents as well as children and links it to knowledge of interventions which aim at preventing depression in youth. The existing depression prevention programs have used cognitive-behavioral techniques. Some have included training in coping and social problem solving, Communication Skills and parenting to prevent depression. The researcher recommends a comprehensive prevention program that includes multiple intervention components addressing risk and protective factors across all levels of analysis and various domains.


This study has investigated the major areas of interest to Israeli adolescents. Nine cluster of variable reflecting these concerns; close relationships, future vocation, physical fitness, opposite sex relationships, school, military services, health and social lives were analyzed.

Survey was conducted of 562 Israeli students in grades 7-11. Factor analysis was used to validate the domains. The study revealed that two areas that generated most interest amongst adolescents were future vocation and opposite sex relations. Age related difference were oblivious. Military service interested high school students, where as physical fitness school and social life were preferred by junior high school students. It was also found that high school females were worried about the accessibility to career options. The study concludes by emphasizing that there is a need take students’ concerns in to consideration while implementing school based interventions and it is also necessary to determine students’ strength and deficiencies.

The research investigates whether first episode major depression in adolescents is characterized by selected difficulties in attention flexibility, behavioral inhibition and decision making. It was found that compared with controls, these adolescents displayed a bias toward negative stimuli and showed greater attention towards sad stimuli and impulsive behavior when making decisions. Also they were able to switch attention set to neutral stimuli. All in all, further investigation was required in this age range.


The article analyses whether current changes in adolescents’ interpersonal experiences will give them social resources and competencies they need. The analysis suggest that changes in adolescents’ nonfamily experience include more time in involvement with peers, more relationships with heterogeneous adults and romantic partners, which gives them an opportunity to develop the interpersonal resources required by them in the future. But the research has also derived at a conclusion that many adolescents will have fewer opportunities to acquire the resources.


This article assesses whether current changes in adolescents’ interpersonal experience are likely to give them the social resources and competencies they need. It has been argued in this article that globalization has added to the repertoire of social resources and competencies that adolescents need to function effectively as adults. These
resources are of course important, but there is a marked change in significance of skills for social versatility and ability to manage multiple social worlds.

The article stress on the fact that it is absolutely essential for societies to provide an expanding curriculum of social resources and competencies. It states that Social skills are seen as building blocks to civil society and absence of these can create innumerable difficulties for the societies to mature. The article concludes that there is a need for more research that evaluates policies and programs that can improve adolescents’ social resource. Again, it is essential that we obtain knowledge – viewed from multiple cultural perspectives – on all domains of social development.


Fostering the innate need to lead, teach and care for others is fundamental to creating a just and moral society. The objective of this paper was to describe how youth leadership evolved in two education programs serving low income minority youth. Both the programs were designed to foster leadership skill in adolescent youth.

One program was operated at the University of North Carolina and other at University of Illinois at Chicago. Four development stages of youth leadership were proposed:

a. Need based leadership.
b. Focusing on planning and teaching.
c. Reflective leaderships.
d. Compassionate leadership.

Numerous data sources were used and data was analyzed. Case studies were presented showing each stage of leadership development. Four different case studies illustrated the transformation of adolescents from being self serving participants to being caring and compassionate leaders. The ability to process through these stages was related to the personal needs and the level of life skill development needed. It was evident that
their personal upbringing greatly influenced their comfort in extending their leadership and compassion to younger participants.

It has been noticed that to move forward, one requires gentle nudging, opportunities for reflection and recognition, high expectations and authentic choice. The way these strategies are used will depend mostly on knowing the life circumstances, disposition and motives.


The purpose of this study was to examine the self-perceived coping, competency and contributory life skills development in early adolescents. The objectives were to determine:

- The extent to which 8th graders of public school perceived that they had developed life skills.
- To evaluate the difference between 4-H and non 4-H members development of competency, coping and contributory life skills.
- The variables that explain self perceived development of competency, coping and contributory life skills.
- The study concluded that 8th graders perceived themselves as having developed moderate to high level of life skills.

All youth developed similar level of life skills, self esteem was the best indicator to the extent to which youth perceived the development of the life skills.

3.18 Lewinson Peter M. (Oregon Research Institute), Clarke Gregory N. (Oregon Health Science University), 1990 Cognitive –Behavioral Treatment for Depressed Adolescents, Behavior Therapy .

The purpose of this study is to test the efficacy of two versions of Cognitive behavioral intervention for depressed adolescents. The results showed that the group significantly improved post treatment, with substantial reduction in diagnoses and depression scores and showed marked improvement in behavior. It was noted that the
treatment group, where parents were actively involved, saw teens in a more positive light at the end of the treatment. The result also suggested that the course positively affected parent perception and parent involvement facilitated this process resulting in early gains.


The paper describes adolescent as a challenging and transitional period. The researcher stresses on the fact that life skill education programmers help these young people in coping with the challenges they face. The way life skills are taught in Maldives, has been described.

In the Maldives these skills are incorporated in primary and secondary school curriculum. Stress is laid on communication and interpersonal skills. Also development of good self esteem is stressed upon. Decision making is also incorporated in to the program to make these youngsters evaluate life the right way. The researchers have concluded that life skill education helps in bridging up communication barriers and cope with the challenges and develop a positive attitude towards life.
This article emphasizes the need for Adolescent Friendly Health Services (AFHS) in India, where adolescents comprises of one third the population. These adolescents suffer from sexual, nutritional as well as behavioral problems. The AFHS if provided in semi urban and rural areas can ensure accessibility and utilization of health services, besides providing promotive and curative services under one roof.

The article expresses the need to make AFHS be made an integral part of the health system. It is necessary to establish an intersectional linkage between National Rural Health Mission and National AIDS control program to avoid overlapping of services. A performance evaluation of AFHS centre in Mumbai has shown that parental involvement contributed to help seeking behavioral, various researches in this direction has also confirmed that adolescents prefer receiving information from peers, as opposed to adults. The article has also expressed the urgent need of complementary action by different stakeholders to ensure the popularity and success of AFHCS.

The research makes an attempt to identify the features associated with use of social skills training with children and adolescents and with research in this domain. The conclusion reached was that though social skill training is necessary to bring about real life changes for children lacking in social competence it is not sufficient. To improve an individual’s social functioning, it is necessary to restructure the child’s social environment, to ensure a lasting change.

The research aimed at focusing on the effectiveness of Social Skills training and restricting of social network in preventing primary and secondary Drug use. The
research was conducted on 296 female adolescent’s ages 14 to 19 years who were pregnant or parenting and at risk for drug use. The conclusion drawn were that social skill training alone was effective in preventing primary as well as secondary prevention of drug use.


This research article examines the concerns of adolescents’ perception of importance and their knowledge about facets like their relationship, leisure, jobs, education, future planning and decision making, using questionnaires. The result suggested a general facet with some differentiation in two groups of skills. Also many but small differences were isolated when examined in terms of differences were in age, gender, ethnicity, economic status, education context.


This study proposed that the relationship between parental attachment and emotional adjustment was mediated by social skills and relationship competence. Students aged between12-18 was tested using structural equation modeling. It was found that in 12-14 years old age group no effect of parental attachment was seen in social skills and relational competence. However, in 15-18 year olds parental attachment was moderately related to social skills. It was also concluded that parental attachments were very significant when emotional adjustment were tested in both age groups.


The article deals with Mentoring Programs for Adolescents where a research was conducted on youth mentoring from mid-1980s through late 1990s. The varied benefits of youth mentoring ranging from improved relationship to a reduction in the initiation of drug and alcohol use has been documented. his paper presents a summary of the various research projects conducted in the past 15 years on mentoring and mentoring programs viz. the benefits that youth derive from programmatically
developed mentoring relationships and the practice of effective mentors compared with that less successful, etc.


The research was conducted at a mid-south university in the USA. 660 Universities students with a mean age of 17.9 years were surveyed regarding their perceptions of their parents’ parenting behavior and their perception of their own life skill development. ‘Responsiveness’ and ‘demandingness’ were the two parenting style index assessed. The life skill domains measured were interpersonal communication, decision making, health maintenance and identity development, using life skill development inventory – college form. The results indicated that parental responsiveness, predicated life skill development in all four domains where as demanding was not a significant predictor in any of the four domains. The results of this study suggest positive life skills development in older adolescents is related to having been reared by parenting style high in responsiveness.


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In this article, Dr. Spencer has emphasized that in this fast changing world, students certainly need information skills. In this face of accelerating information explosion, students need to learn how to categorize, analyze, synthesize, summarize and apply information. The research further states that professional development divides thinking skills in to three types; understanding information, manipulating information and generating information. There is a consensus that information processing is the essence of thinking skills.

To develop them, a curricular approach and instructional approach can be used. It has been concluded that instructional approach has a huge advantage over curricular approach. Also like a muscle that approach following disuse, thinking skills that are dropped after being taught deteriorate. Thus, thinking skills are processes which empower the brain to work more efficiently.


Dr. Spencer, in his article has conceptualized life skill crisis as an imbalance between demand and supply. He has emphasized; that for happiness and success of our students and for productiveness of our society, we need to address life skill crisis first. He suggested that the need of the day was to broaden the curricula to include Life skills. Though this need has been addressed in educational frameworks, it has been
observed that no one framework is comprehensive and satisfying. The goal of this article was to draw the connections between quality of life and life skills. It concluded that if we are to maintain quality of life and success in modern work load, we must elevate life skills to the status of core curriculum.


This article studies the impact and implementation of mental health program among adolescents in school using life skills education and teachers as life skills educators. The study found that the Life Skills program was suitable and effective when introduced in schools. Evaluation of the impact shows that the model improves adjustment with school, teachers and also increases pro-social behavior coping as well as self-esteem. There was a significant difference between the behavior of groups in the program and not in the program.


The research has perceived the relationships between life satisfaction, suicide ideation, and poor mental health by examining 4758 students aged between 13 to 18 years, using CDC and YRBS. It was found that poor health/mental and physical, suicide consideration and attempt were related to reduced life satisfaction and irritation made a person take extreme steps.

3.31 Windle, Michael, Rebecca C. Nov.1996, Changes in Adolescents’ coping Strategies, Drinking Motives and Stressful life events among middle Adolescents:
**Associations with Emotional and behavioural problems and Academic Functioning. Journal of Abnormal Psychology.**

This study used 733 middle adolescents, to study interrelations among coping strategies, Stressful life events, drinking motives, emotional and behavioral problems and academic functioning. Task oriented coping and major stressful events were general in their predictive relations whereas emotion focused coping predicted depressed effect. Positive daily events predicted higher academic performance and lower levels of depressed affect.


The study was designed to evaluate the effects of peer support program on adolescents’ knowledge, attitude and use of alcohol and tobacco. The research model tried to determine the direct and indirect influence of peers and parents on adolescents’ attitude and use of drugs. In general, it seems that peer support program has no effect on participants’ knowledge, attitude or drug use behavior. The findings of this study are inconsistent with studies that have shown positive effects from peer led drug prevention programs.

However, they are consistent with the findings that show that drug programs are predominantly ineffectual in influencing subjects’ attitudes and behavior. The finding also shows that parental effects remained relatively stable over time. But since none of the other aspects of peer support approach were addressed, the lack of effect on drug use behavior does not imply that these other aspects were ineffective. Actually, majority of the junior students thinking that there should be peer support. The study also states that providing positive role models for younger children is important and therefore colorful selection of peer leaders should is an important consideration.