CHAPTER II
REVIEW OF LITERATURE

Introduction

Youth age in India is defined as 15-29 years and it constitutes 27.5 percent of the total population (National youth policy India 2014). India is a young nation with huge youth population and potentially capable of converting demographic dividend into development dividend. The Prime Minister of India, Shri. Narendra Modi, (2014) invited the corporate and every one in India and in abroad to invest on youth and make them as partners of development. Such an effort calls for a preliminary research on youth and their issues scientifically. It paves way to know the present status of youth and their capabilities, talents, potentialities, problems, issues, challenges, risks, limitations and intervention strategies (IMF, 2011).

Section-1
Profile of Youth

The world demographic change has brought the vision, aspirations, problems and challenges of young people into great concern. As per the world population data sheet, the young people in the world account for nearly half of world population in which 43 percent are less than 25 years of age. It is this population which is going to determine the future world (The state of world population 2011).

Amidst various achievements, the road to absolute youth empowerment is still far ahead for the young people of today. In this context the global youth population needs to improve upon their education, employment, removal of hunger and poverty, health and environment, drug abuse and juvenile delinquencies, better usages of leisure times and activities, empowerment of girls, young women and effective participation in governance (World programme of action for youth 2000).
Youth in India are in the process of empowerment and potentially capable of developing India. In this process, the money that has been spent on for youth work per annum by the government of India is Rs. 90,000 Crores and approximately Rs. 2,710 per head. However lack of coordination was found among the various youth work agencies and that curtailed the youth empowerment. Nevertheless the prioritised areas in new youth policies are youth education, skill development, entrepreneurship, employment, health, sports, social values, community engagement, participation in governance, inclusion of youth who are socially excluded and obtaining social justice for them (Indian Youth policy, 2014).

**Youth: A Historic Review**

The United Nation (UN) began to focus on youth, recognize their imaginations, ideas, energies and their participation in the continual process of world development in 1965. Two decades later the UN general assembly observed the year 1985 as the year of youth with the theme ‘Participation, Development and Peace’. Once again, a decade later in 1995 visualizing the new millennium, UN strengthened its commitment to young people by directing all the international communities to draw World Programme of Action for Youth to the Year 2000 and beyond. Ten years later, UN proclaimed the year 2010 as the year of youth, having the theme ‘Dialogue and Mutual Understanding’ (Xavier Irudayaraj, 2011).

Focus on youth in India was given in 1982 and for the first time the Department of Sports was constituted at the time of IX Asian Games in New Delhi. It was renamed in 1985 in the year of youth as department of youth affairs and sports. Again on May 27, 2000 a separate ministry of youth affairs and sports in the government of India was formed. Subsequently, this Ministry was bifurcated as; department of youth affairs and department of Sports under two separate secretaries in April 30, 2008. Today this ministry directly cater to the needs of young people as well as it works in collaboration with various other ministries like rural development and women empowerment (Ministry of youth Affairs and sports, 2012).
Youth Age

The age of Youth is defined by countries and agencies to their own necessities and social conditions. United Nations (UN) defines the age of youth as 15-24 years. European Union (EU), Common Wealth countries and United Nations Developmental Programs (UNDP) defines ‘youth age’ as 15-29 years. In specific, European Union sub grouped the age of youth as 15-19, 20-24 and 25-29 years for the sake of policy making and better programming (Lim Teck Ghee, 2002). Ghana, Tanzania and Kenya defined youth age as 15-35 years, Nigeria defined youth age as 12-30 years and Pakistan 15-24 years (Francis Chigunta, 2002). Nevertheless youth age in India is defined as 15-29 years (Indian youth policy, 2014).

Youth Definition

Different countries, authors and NGOs give their own definition of youth. The United Nations (UN) characterizes youth as a transition stage from childhood to adulthood and a developmental journey in which one gains independence and begins to participate fully in society. This period is fraught with enormous challenges for young people themselves and for the rest of society (Fabrice Lehmann, 2005). Further youth has been defined from adolescence to adulthood, from dependence to independence and from being recipients of society’s services to becoming contributors to national economic, political and cultural life (Richard Curtaint, 2002). Indian youth policy defines youth as a more fluid category than a fixed age-group (Indian youth policy 2014).

Global Youth Population

Global youth population is accumulated more in developing countries than developed counties. Such an accumulation is a great opportunity as well as some worries to everyone. This was affirmed by the global census records that the world youth population which was observed to be 84 percent in 1995 is projected to be 89 percent in 2025 in developing countries. The developing countries are ill prepared to provide services, opportunities and supports to young people (World Programme of action for youth, 2000). Therefore the ongoing youth issues of violence, unemployment, economic, social and cultural are an account of un-propositioned global youth demography (World development report 2007; IMF World Bank annual meeting report 2006; Lisa Sullivan & Ditra Edwards et al. 2000)
The global youth demography is given in table 2.1

Table-2.1
Global Youth Population (Age 15-24 years)

<table>
<thead>
<tr>
<th>Country</th>
<th>Population (In millions)</th>
<th>Youth (In Millions)</th>
<th>Proposition of Youth Population in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1358.8</td>
<td>242.2</td>
<td>17.8</td>
</tr>
<tr>
<td>India</td>
<td>1205.6</td>
<td>229.0</td>
<td>19.0</td>
</tr>
<tr>
<td>USA</td>
<td>312.2</td>
<td>43.9</td>
<td>14.1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>240.6</td>
<td>40.5</td>
<td>16.8</td>
</tr>
<tr>
<td>Brazil</td>
<td>195.2</td>
<td>33.6</td>
<td>17.2</td>
</tr>
<tr>
<td>Pakistan</td>
<td>173.1</td>
<td>37.2</td>
<td>21.5</td>
</tr>
</tbody>
</table>

(Source: Census 2011)

Among the world youth population China is leading in having 242.2 millions of youth and followed by India with 229 millions. However when country wise youth population is concerned, India is ahead to China in having one fifth of its population as youth (19 percent).

Youth Population in India

The Indian youth population pertaining to different age groups are given in table 2.2

Table-2.2
Youth Population in India (In Millions)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14 Years</td>
<td>98.7 (11.8%)</td>
<td>124.8 (12.1%)</td>
<td>132.7 (11.0%)</td>
<td>8.6%</td>
</tr>
<tr>
<td>10-19 Years</td>
<td>177.7 (21.1%)</td>
<td>225.1 (21.9%)</td>
<td>253.3 (20.9%)</td>
<td>17.2%</td>
</tr>
<tr>
<td>15-24 Years</td>
<td>153.5 (18.3%)</td>
<td>190.0 (18.5%)</td>
<td>231.9 (19.2%)</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

(Source: Census 2011)
The significance of this table is that the state Tamil Nadu holds 8.6 percent of the total youth population among the age group of 10-14 years in national level, 17.2 percent of the youth population within the age group of 10-19 years and 17.6 percent of the youth population within the age group of 15-24 years.

**Youth Population in Tamil Nadu**

Youth population in Tamil Nadu pertaining to different age groups are given in table no 2.3

**Table-2.3**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14 Years</td>
<td>2,989</td>
<td>3,189</td>
<td>6,178</td>
</tr>
<tr>
<td>15-19 Years</td>
<td>3,024</td>
<td>3,230</td>
<td>6,254</td>
</tr>
<tr>
<td>20-24 Years</td>
<td>3,257</td>
<td>3,155</td>
<td>6,412</td>
</tr>
<tr>
<td>10-19 Adolescents</td>
<td>6,013</td>
<td>6,419</td>
<td>12,431</td>
</tr>
<tr>
<td>15-24 Youth</td>
<td>6,281</td>
<td>6,385</td>
<td>12,665</td>
</tr>
</tbody>
</table>

*(Youth info India, Tamil Nadu Census 2011)*

The significance is that the boys out number than the girls in many categories.

At this juncture the Indian youth demographic dividend has become a challenge (Mahendra Dev S & M. Venkatanarayana, 2011). This challenge has been diversified and became a complex issues an account of growing social net work media; internet, twitter, face book and mobile phones. This on line and off line culture of modern youth has brought positive and negative impact on youth themselves and in the society (Boyd & Danah, 2007). Such phenomenon calls to understand the youth issues and problems (John D. & T. Catherine et al. 2008). It can be solved or strengthened only in adopting a new path way or development model that analyses the youth support systems rather than pondering on youth problems (Alice McEwan-Morris, 2006; Kevina Power & Darcy Varney et al. 2011).
Section-II
Youth Development Models

Contemporary Model

The traditional model of youth development is very personal and individual centric. It believes that youth solve their own problems and get developed on the process by themselves (World Youth Report 2003). Whereas the contemporary youth development model is community based and it includes families, neighbourhood, professionals, community leaders, friend, peer members, government, policies and everyone in society. It replaces the traditional model of youth development and community based youth approach is the most suitable approach in modern times (Sarah Schulman & Tim Davies, 2007; Lisa Sullivan & Ditra Edwards et al. 2000, Stephan Small & Marina Memmo, 2004).

Classifications

The community based youth development model/approaches are classified into three; preventive model, resilience model and positive development model.

Chart-2.1

Contemporary Model of Youth Development

The above mentioned models are unique, essential, interrelated and focused on the empowerment of young people while solving their problems (Stephan Small & Marina Memmo, 2004; Naima T. Wong, 2008).
I). Preventive Model

Preventive model appeared in medical field for the first time stating prevention is better than cure (Coie J. & N. Watt et al. 1993). In later stages the medical practitioner realized that amidst cure a person needed to be prevented forever from further damage. Therefore with preventive measures the treatment became complete and whereby the physical, mental, emotional and behavioural illness and malfunctioning of people were cured. Later on these successful techniques were incorporated in youth development (Stephen Small & Marina Memmo, 2004; Mrazek P. B & R. J Haggerty, 1994).

Prevention is one among the models of youth development by which the young people are prevented from all types of risk behaviours or anything that is harmful to their growth (Andy Ross & Kathryn Duckworth et al. 2010). The biological and physical change in young people forces them to involve in violence, yield to peer pressures and substance abuse. An account nearly 5,000 young people who had various risk behaviours under the age of 21 years in United States died in a year; alcohol related death 1,900 youth, homicide 1,600 youth and suicide 1,500 youth. When preventive measures were taken the death rate came down (Alcohol alert, 2006).

Prevention is necessary and it is for the well being of young people. It is supposed to be natural and non formal. Since then the adolescents’ transition period becomes smooth and proper. It costs less to prevent than to spend on therapeutic and it is cost and effect (David Ferdon C & Simon TR, 2014).

The preventive frame work is explained in chart 2.2

Chart-2.2

Preventive Frame Work

![Diagram of Preventive Frame Work]

- Individual
- Relationship
- Community
- Societal
Preventive approach applied in an individual and makes the individual to understand as well as it starts exploring in an environment where the victim is connected. Simultaneously the local community and society at large made to involve in solving the problem of an individual. Therefore prevention has become every one’s concern in developmental model (Dahlberg, L L & E. G Krug, 2002).

The adopted strategy in this model is to reduce or to eliminate the risk behaviours of young people at risk and to increase or promote the protective factors. At this background the World Health Organization (WHO) classified the risk factors and stated; it is the primary duty and concern of the communities to prevent the young people from all types of risk behaviours (World report on violence and health summary 2002).

Chart-2.3
Preventive Model

Types of Prevention

There are three types of prevention; primary, secondary and tertiary. The Primary prevention is to prevent the initial occurrence of a problem with in a normal population. Supposing if the availability of a drug is going to make the adolescence to experiment then availability is prevented. Secondary prevention involves in intervening a population that shows the sign of early problems. In such cases a secondary preventive strategy is applied to avoid more serious problems. It could be of preventing a group of adolescence who smoke so that they do not smoke further and get into another risk of taking alcohol. Tertiary prevention denotes the reduction of a problem among a group of adolescents who already are affected by the same problem (Mary A. Terzian & Kristine M. Andrews et al. 2011).
The preventive types were applied on 2,400 students aged 13-16 years in Spain. It is to prevent them from overweight, allergies and infections caused by lack of physical exercises. The students and people in surroundings were also given awareness and strategies were drawn. After certain period of program implementations the students began to show the health improvement (Oscar L Veiga & Sonia Gómez-Martínez et al. 2009).

Types of Interventions

There are three types of intervention strategies adopted in every type of prevention; universal, selective and indicative. Universal preventive strategies, it means an intervention which is directed towards to the general public or an entire population. Since the Indian population nearly 22.9 percent reported to have undernourished and in poor health conditions strategies are adopted to prevent from further damage and undernourishment (Joseph A, Durlak & Anne M. Wells, 1998; Global Hunger Index 2012).

Selective prevention is an intervention strategy directed towards to a subgroup of a population which is at the risk of developing a serious problem but the epidemic is not visible at the moment. It is the warning of world health organization in preventing young people from non communicable diseases. The forum had identified four risk factors of people; tobacco users, alcoholics, unhealthy dietaryers and insufficient physical activists especially in poor and developing countries and the efforts are taken to prevent those young people (Durlak J A & A M. Wells, 1997; Global status report of non communicable diseases, 2010).

The indicative prevention involves a preventive strategy targeted towards to the individuals at high-risk. Since those individuals began to show some kind of symptoms this strategy is followed. The survey on non communicable diseases in Tamil Nadu found that 30 percent of male had consumed alcohol with in past 12 months of time in which the high drinkers were five percent. The mean age of these drinkers were 21 years and belonged to 15-34 years of age from agriculture background. Hence the efforts are taken to prevent these populations from further damage (Durlak J A & A M. Wells, 1997; National Institute of medical statistics, 2009).
The preventive youth development model is centred on the problems of young people. In order to prevent the adolescents from early pregnancy and substance abuse, preventive curriculum and services were introduced in middle and elementary schools of America in late 1970s and early 1980s. Such effort protected and prevented the young people from above risk behaviours (Pittman, K & Irby, 2003). Similar a Caribbean researcher who implemented HIV & AIDS preventive programs among 4000 respondents’ aged 14-18 years found that the programs had a positive impact. An account the families, friends, schools and media promoted the values, attitudes and knowledge on AIDS among young people by which the infection rate had come down among the young people (Avant Garde Media, 2008).

However the preventive model is limited since it is focused on the problems alone than its surroundings and root causes. Thus the problems of young people; early pregnancy, substance abuse and HIV & AIDS alone were analysed than the victims family background, neighbourhood, peer relationships and policies. If unemployment is the root cause of youth violence and teenage pregnancy is due to peer pressure those complex issues are ignored. This model is used in limited settings (Pittman, K & Irby, 2003).

Summary

Preventive model is one among the contemporary models of youth development. There were several researches made on this model and it was found to be effective in young people. Prevention is the community effort and from parents to policy level everyone is involved. Prevention builds coping and coping leads a victim to development. It is better to spend the resources on prevention than on treatment (Divya Srivastava, 2008).

II). Resilience Model

Resilience model is one among the models of youth development and the word resilience is defined as ‘safeguards.’ It means that safeguarding someone from harmful activities in which he/she is actively involved. There are individual safeguards and environmental safeguards and both protect the young people from stressful life events,
risks, hazards and promote adaptability and competence. Resilience was the serious movement some 20 to 25 years ago for the well being of youth and family members (Mathijs Euwema, 2006; Windle G, 2011). The individual safeguards skills the young people and make them strong. Similar the environmental safeguards; family, peer members, schools, neighbourhood, laws, norms and regulations etc protect and resilience the young people to adopt and to cope with situations (Michael W. Arthur & J. David Hawkins et al. 2002).

The necessity of resilience model was proofed by the research carried out to assess the association between risk factors and protective factors of 11,564 school students, aged 11-18 years in different grades of American schools. The high levels of association were found among risk factors and protective factors. The findings revealed that the students of high grade were reported to have high level of risk behaviours. Similar the higher magnitude of peer influence were found to be on the risk factors of students. Further the social laws and norms protected the students of risk factors. It meant that when the law bared the availability of drugs it prevented the adolescents from drug abuse (Michael W. Arthur & J. David Hawkins et al. 2002).

Resilience is inevitable for the individual and for the society. The research which was carried out among 16,595 populations concluded that the negative impact of parental behaviours on their children could be intervened by resilience approach if the interventions were applied in right time (Amy Lewis Gilbert & Nerissa S et al. 2013). Resilience is based on the principle that young people have the ability to overcome hardship of all kinds in unfortunate circumstances of life. It is of a slum boy who was enhanced to protect himself from all types of hazards. It is possible when the families, schools and organizations supports and maintain a strong resilience relationship with young people (Bonnie Benard & Kathy Marshall, 2001).

Fundamentally resilience is used as a metaphor by sciences like Physics and Mathematics and now every discipline uses resilience or has resilience approach. Physics and Mathematics describes resilience as the capacity of a material or system to return to its equilibrium after a displacement. Based on this metaphor resilience, the various theories are developed as individual resilience, community resilience, social resilience, ecological
resilience, economic resilience and disaster resilience etc. (Fran H. Norris & Susan P et al. 2007). The community resilience defines resilience as the ability of community members to take meaningful, deliberate, collective action to remedy the impact of a problem, including the ability to interpret the environment, intervene, and move on (Ami C. Carpenter, 2013). An individual resilience is defined as good adaptation under extenuating circumstances; a recovery trajectory that returns to baseline functioning following a challenge (Antony Gnanamuthu, 2015).

**Components of Resilience**

The resilience model of youth development has two general consensuses where resilience is conceptualized as an ability or process than as an outcome, and resilience is adaptability than as stability. There are three components in resilience; risk factors, protective factors and competent factors. All these factors are interconnected and keep changing; the changes that take place are in sequence and focused on a particular domain (Cathryn Hunter, 2012).

The research that was done among 40 respondents who used to be the habitual drinkers in five slums of Trichy in Tamil Nadu recommended the adaptation of resilience model in alcohol prevention programs. Their findings revealed that nearly 92.50 percent of respondents began to taste liquor for the first time at the age of 16-20 years because of peer pressures. Further among the respondents 70 percent of them were aware of the ill effect of alcoholism in which 90 percent desired to come out. Since then, the willingness (competence) was found among the respondents the resilience model would be effective amidst several risk factors of respondents (Rex Sahaya Raj M & Sam Deva Asir R.M et al. 2013).

The lancet study found alcohol abuse as public health problem in India and it is to be addressed with resilience model of development. The report revealed that the average age of initiation into alcohol has dropped from 19 years to 13 years and the adolescents are the victims. Among the in takers of alcohol certain young people may be good at academic but perhaps deficit at another domain of parental love. The academic study is the competent factor but deficit in parental love which is the weak resilience
factor. Since the protective factor of parental love is weak the adolescents may lose resilience (give away studies) and get addicted to alcohol. It can be rectified when young people are resilience to get along with weak parental love (Cathryn Hunter, 2012; Raekha Prasad, 2009).

**Summary**

The youth in modern times live with innumerable opportunities and challenges. In every challenge there are hardships and confusions. The resilience model which is built on coping promises, preserve and bring success in young people. Resilience is one among the contemporary models of youth development which is complementary. Resilience prevents and positively develops the young people (Stephen Small & Marina Memmo, 2004).

**III). Positive Development Model**

Positive youth development is a historic evolution evolved in 21st Century. It is a new approach and a community model of youth development invented by Dr. Peter Benson in America. It is an inclusive approach that includes the approaches of prevention and resilience. The evolution of this model has the root in human history of 20th century. Where the human being experienced utter poverty, wars and landed in materialism. An account some youth were found to be serene and others were with risk behaviours. Many youth were blamed and a few were appreciated. In order to understand better the youth and bring them all in the process of development this model has been introduced (Damon & William, 2004, Lerner R.M & Almerigi J.B et al. 2005).

The most suitable contemporary model of youth development is positive development model (Stephen Small & Marina Memmo, 2004). This model demands that all the stakeholders of youth empowerment and development focus their attention on building the assets of youth. It holds on the philosophy that develops the young people and young people develop the nation (Kenneth R. Jones, 2005).

Thus the research on positive development was done in adolescents’ nearly 1,114 persons aged 11-16 years, who were exposed to the violent environment and adopted to
risk behaviours. The research found that after nearly 3-7 years of interventions; the positive support shown by the parents, family members, neighbourhood, peer members, policies and schemes the respondents showed the behavioural changes or behavioural adjustment (Sonia Jain & Alison K. Cohen, 2012).

Positive youth development or assets building are building the internal and external assets of young people. The internal assets are the young people’s commitment for learning, positive values, social competencies and positive identity. The external assets are the supports, empowerment, boundaries, expectations and constructive use of time (Developmental assets: A profile of your youth, 2010).

The assets building research that was done among thousands of young people reported that higher the surroundings; parental, teachers, mentors and ecological supports greater the perceived assets, recognition; academic performance; physical and mental health of young people (Richard M. Lerner & Jacqueline et al. 2011).

This positive development model strengthens the coping strategy. It was affirmed by the research that was done among 11th standard students aged 14-16 years in central board schools (private) as well as in state board schools (government). The findings alarmed that the stress level of students from both schools were high and beyond its average in which the students of private schools used positive coping strategy whereas the students of government schools used the negative coping strategy. Their positive coping strategy was reflected in seeking others support, accepting responsibilities and positive reappraisals of the events an account of their parental follow up, support and accompaniment. On the contrary their negative coping strategy was explicated in distancing, self-controlling and in violent behaviours. The negative coping strategy was due their poor social and economic family conditions and parental discontentment (Ravi Thaker & Anita Verma, 2013).

Henceforth it is good to build the assets and positive copying strategies of young people rather than spending the time on solving their issues and problems. If then the young people are assisted to define their goals and enabled to be successful in life. The Ugandan research that was carried out to build the assets of young people (370 persons) for the period of three years starting from their grades 7-9 studies to till
they completed their grades 10-12 set the model of positive development. When the students were given the positive relationships, opportunities, skills, values and self perceptions they began to perform well in academic, their interpersonal relationships grown and the risk behaviours vanished (Richard M. Lerner, 2005; Peter C. Scalesa & Peter L. Benson, 2006).

Thus the parents, family members, peers and people in neighbourhood build the assets of love, recognition and acceptance etc. The educationist provides the assets of knowledge, community leaders and elders focus on the assets of hope. Similar the business people create the assets of employment and the health practitioners provide the assets of health (Susan Pagliaro & Kent Klindera, 2001; Roy F. Oman & Sara K. Vesely et al. 2002).

The overall positive development model builds the competence, confidence, connection, characters and caring (5c) of young people. It constructs the young people’s self, family, community, institutions and social organization. However the lower amounts of these five Cs in young people results in personal disorder, behavioural problems and social disharmony in society. Therefore it is necessary to accept and build the potentialities and assets of young people. By which they contribute again and again as individuals as members of groups in local, state and in national level (Richard M. Lerner & Jacqueline V. Lerner et al. 2008).

Summary

The contemporary youth development model emerged in the effort to build positives of youth than spending the time on their negatives. This model is classified as preventive, resilience and positive development models. Each model is unique, complementary and is applied in the proper context. They are built on the theory of coping by which the young people are empowered to prevent themselves from the risks, resilience themselves amidst danger and positively build their assets (Richard M. Lerner, 2005, Stephen Small & Marina Memmo, 2003). The objective of positive development is not to make the young people problem free but to make them the partners of development by which to make the nation developed (Indian National youth policy 2014).
Section - III

PARENTAL AND FAMILY MEMBERS SUPPORT

Families are the most important and primary social institutions. The happiness, sustainability and prosperity of a society depend on the families (Vidya Bhushan & D. R. Sachdeva, 2006). Hence the universal declaration of human rights demands that the families are entitled for protection and it is the duty of Government to preserve the sanity of a family (Universal Declaration of Human Rights, 1948, Art. 16.1a, 3).

The family environment is necessary and conducive for children to learn moral values, to develop their social and emotional skills in life. The United Nation sponsored research affirmed that the children inherited the quality of helping others from their parents. Those parents who did charitable act and spoke about charity to their children transmitted the values of philanthropic. Therefore it is the families that nurtures, educates and takes care of all the physical and mental health of children (Women give, 2013).

These families are under threat due to various reasons; parental separation, poverty, violence, civil war, climate change, migration and etc. In all these natural and manmade tragedy the victims are the children (Tamara Rajakariar, 2013). The other major internal issue cited by the United Nation is the paternal and maternal separation from children. Such separation affects the physical, social, emotional and psychological growth of the children (The Department of Economic and Social Affairs, 2011).

The strategy of youth development is to strengthen the families and the families to strengthen the young people. The family activities; family meal, recreation, prayer and sharing etc promote the relationships among family member as well as build the young people’s assets (The youth development institute, 2002). In order to build the youth assets the self efficacy of mothers needed to be strengthened. It was affirmed by the research that was done among Caucasian and Hispanic socially backward mothers. They were 12 years of their motherhood in having at least one child in their home that was 12 years old
or younger. The strengthened mothers capacitated to rear their children towards to the high social expectations (Young & Samantha Leigh, 2011).

**Significance of Families**

Pope John Paul II described the family as primary social institution of several units in which every single unit is called a community. This community is a micro enterprise consists of father, mother, children and all others who live within. Every member in a community is important, live together, share all that they have and play a specific role. However the scientific inventions, socio, economic and cultural changes of modern times brought positive and negative changes in families. Therefore it is wildly found that modern families are far behind in real love and concern among family members though they top in education, wealth, health, hygiene and several other aspects of human living. There is collective degradation of love among couples, between parents, family members and children. It is evident that good number of children feel lonely and alienated from their families (John Paul II, 1981, No. 1,6,18,26).

Family is an institution that survives for centuries in India. The family integrity, loyalty and unity are always emphasized by the Eastern (Indian) society than the Western industrial society. The Indian families are joint families that are stronger, stable, enduring and close to each other. This joint family system is the preferred family type in India so far. However urbanization, job adoptability and job migration forces the young generations to turn away from joint family system. Today the real shift is from joint family system to nuclear family system and extended family systems. The extended family system is based on certain necessities; financial assistance, geographical need, taking care of children, providing security and participation in life-cycle events such as births, marriages, deaths and festivals (Prasherl C.L & Sunil Kumar Raina et al. 2011).

Emergence of single parenting is one among the consequences of universal break down of joint families and pre marital sex (Janardan Prasad Singh, 2004). Single parenting is quite challenging and their children are often different from the other children in their behaviour. The research affirmed that a woman who was pregnant out of
wedlock undergoes lot of humiliation and rejection especially before and after the delivery. Such kind of social humiliations by the family members and people in neighbourhood affect the mother as well as the child. These babies are prone for certain risk behaviours; poor academic performers and involver in anti social activities (Skidmore Rexa & Thackefy Milhon G, 1976; Margaret L. Usdansky, 2003).

The evil that destabilizes the family unity and integrity is narcissist tendency. It breaks the family’s serenity and the humanity is in the middle of narcissism reported by the research study in America. The research selected nearly 776 respondents in which the male were 342 persons and the female were 434 persons at the mean age of 20.50 years. The findings highlighted that the respondents lived with oneself in celebrity culture of media, internet and mobile phones. They were observed to have possessed excessive self love an account of extreme materialism. Lack of empathy and possession of poor relationships skills which were essential to live in families were also absent in them (Daniel R. Ames & Paul Rose et al. 2005).

The research revealed that parental and family members’ supports played the most important role in forming the adolescents especially the late adolescents aged 17-19 years. Even a slightest parental, family members and adult’s failure in handling the adolescents yielded adverse results in their life. It is in this stage that the adolescents opted to be in touch with and spent more time with their friends and peer members than their parents, family members and adults. There is a need to understand the adolescents and the appropriate parental, family members and adults supports promoted the neurological, cognitive, social and psychological growth in them (Marlene Moretti. M & Maya Peled, 2004).

**Strengthening the Family Bond**

Most of the young people are influenced by negatives and unable to assert themselves in society. They are confused in thoughts, actions, behaviours and value systems. The traditional values are degrading; premarital sex and extra marital affairs are widely found among the young people. The young people undergo a lot of stress,
confusion and embarrassment. Neither the parents nor the young people are satisfied in family living. Mitigation is a problem for parents, family member and the young people themselves (John Morrison, 1984; Rozanti A. Hamid & Salmiah Mohd Amin, 2014).

The parental limitations hamper and rear the children towards individualistic selfishness. It had been proved by the research done among 187 respondents of black and white father and mother. The research found that higher level of social concern and oriented themes while teaching to their children were found among black parents than the white parents. On the contrary prevalence of individualistic theme while teaching their children were found among the white parents than the black parents. The white parents were more likely to teach their children the individual skill and less likely to mention the concern for others and society. Whereas the black parents were focusing on their children personal development and societal well being (Maria E. Pagano & Barton J. Hirsch et al. 2003).

Henceforth the need to revive the family spirit, reconnects every one, fills the deficiencies and bridges the gap between the members of a family become the back drop to youth development. Also it is an emerging area of research and the development concern. Such efforts strengthen the family bond as well as promote the youth development (Youth Development Institute, 2002). In this context a healthy and conducive family life provides a safe passage and brings over all development in youth. More specifically kindness, warmth and solid relationship lived among parents and family members become the model for young to follow (Priti Lata G. L & Yadev, 2011).

**Family Theories**

Eminent scholars have discovered the theories to explain the functioning of families. Family is a social unit in constant interaction within without of families; neighbourhood, social groups and components of environment. In this context the most relevant theories by which the human beings move around and find meaning for their existence are given in chart 2.4.
The above theories are essential in order to understand the functioning and behaviours of people. These theories elaborate in detail the relationships, social contact and connections that the people have among themselves and with the nature; living and non living beings (Powell, L. H & Cassidy, D. 2007; Jo Ann Allen, 2007).

**Significance**

Family theories are part and parcel of human existence and sustenance. The theoretical approaches bring order, provide security and meet all the needs of family members. It provides space for everyone in family to play their own role and live the life of happiness. Similar the outcome that emerges in human ecology theory such as maintaining the good and healthy environment motivates and gives focus to people to come up in life. It provides or the environment itself is the services, opportunities and the supports that the people require in life. When exchange theory is concerned; it is purely the exchange of either positives or negatives among two persons or between groups in life. When the people exchange their positives the gain is positive to both sides and if not it is going to be negative at least in either side (Bowen, 1978).
I). Family System Approach

Dr. Murray Bowen is the founder of family system approach. He approached that the individuals cannot be understood in isolation from one another, but rather as a part of their family. Hence family is an emotional unit and a system which is interconnected and the individuals are interdependent (Monica McGoldrick’s, 2007).

Family system approach is one among the family approach whereby it believes in the interdependency of family members. It looks equally the family member as an inseparable component and a net working agent. There is deep relationship among the family members which is based on their life experience carried forward from generations. Simultaneously there are given roles on which the family members function starting from children to elders. The members respect the role of others and the boundaries are maintained (Morgaine C, 2001; Vidya Bhushan & D. R. Sachdeve, 2006).

However the modernization, social net work media and change of times have let the parents to omit the parental duties. It has been observed among the mothers of school going children nearly 1000 of them in Jammu city, India. The mothers who were suppose to visit the schools and maintain cordial relationship by which to know the performance and attitude of the children rather stayed back in homes. Among the mothers nearly 71 percent of them acknowledged that they depend on the school calendar alone for any information. Similar nearly 50 percent of them confessed that they visited the schools only on the day of parents and teachers meet (Rajni Dhingra & Sarika Manhas et al. 2007).

At the same time relationship and happiness among the partner’s determined their children happiness. Hence those children who acknowledged their happiness nearly 73 percent of them perceived that their parents had good relationships among themselves. On the contrary those others who were unhappy children nearly 55 percent of them perceived that their parents had poor interpersonal relationship (Mcfall, S. L & Garrington C, (2011).

The family system approach believes in universally accepted role of a father and a mother. On the process these roles become the boundaries or a system whereby the
behaviours, characters and the life style of a member is formed, maintained and expected (Morgaine C, 2001). However when a member undermines the family boundary the entire family suffers on behalf of him/her. Therefore the research found that the paternal alcoholism was directly related and escalating the adolescents’ alcoholism and substance abusive characters (Chassin L & Pillow et al. 1993, Joachim Knop, 2011)

Similar lack of parental nurturance, poor parental relationships and parental rejection became the root cause of suicidal behaviours among the Canadian adolescents aged 12-13 years (Sarah A Fotti & Laurence Y Katz et al. 2006). In reference to the above research when a member is absent or unable to play the role, another member plays it and maintains the family equilibrium. The family system approach focuses on families and avoids looking at an individual as an individual or in isolation. Therefore the damage caused in one parts of the family affects the entire family and the community (Morgaine C, 2001)

The above hypotheses specify the dos and don’ts of every member in a family. However this theory is challenged by the emerging nuclear family system where the parents become everything and there are no traditional structures. There are no elders in a family to intervene the spousal marital conflicts. When one member is inactive due to alcoholism, accidents or any other issue another needs to fill the gap. It becomes a burden to the rescuer and finally the children are affected (Carl V. Rabstejnek P.E, 2006).

Family structure itself is the powerful determinant of young people’s family supports and their support perception within and outside of the family. The determinants of this supports are their age, religion, caste, education, parental education, parental occupation, and either nuclear or joint family, reared by single or both parents, reared by relatives, siblings in family and family economic status (Jered B. Kolbert & Laura M. Crothers et al. 2013).

Adolescent Age

The age of an adolescent has determined their perception on parental and family members’ support. Thus higher the age lowers their perceived parental support. It was
explained by Dr. Sedra Spana that the early adolescents aged 12-14 years perceived parental support was higher than the middle age and late adolescents’ age groups. The middle aged adolescents 15-16 years perceived the parental support at the moderate level and the late adolescents (aged 17-19 years) perceived support at the low level (Sedra Spana, 2004).

Similar among the respondents (300 persons); the youth aged 18-24 years perceived high level of (79.1 percent) parental and family members support while the youth aged (24-30 years) perceived low level of parental and family members support. Thus higher the ages lower the levels of perceived parental and family members’ support. It was due to the wider contact that the respondents had with their peer members and the neighbourhood (73.3 percent) (Gunesekaran S. & I. Sekar et al. 2013).

**Family Economy**

Family economy determined the young people’s perception on parental and family members support. The research found that the children of middle class parents whose monthly income were Rs. 5,000-10,000 perceived high level of support than those families monthly income were between Rs. 1,000-5,000 and above Rs. 10,000-15,000. Better emotional and personal accompaniments were provided by the middle class parents than the lower middle and upper middle class parents. The lower middle class parents were immersed in their utter poverty and didn’t find time for their children and the upper middle were worried about their wealth than their children were the causes (Gunesekaran & I.sekar et al. 2013; Mbwilo G.S.K. and B. Smide et al. 2010).

The real happiness was beyond the material things for adolescents aged 10-15 years (2,000 respondents) than the adults (11,825 respondents). The study carried out in the United Kingdom found that just improving income or material deprivation did not necessarily represent the real happiness or improvements in children’s quality of life. The real happiness was something beyond the material things for the children and it was considered to be the child rearing skills of parents. It is inferred that young people are less materialistic than the adults in their assessment of happiness (Gundi Knies, 2011; Thomas William A. & S. Gunesekaran et al. 2013).
Similarly the life satisfaction of adolescents were not only associated with their family economic status alone, but also moderated by their feeling of self esteem. It was affirmed by the research that was done in Croatia among the high school boys and girls numbering nearly 2,823. The findings revealed that higher the self esteem stronger the life satisfaction even for those who come from a low economic status. On the contrary lower the self esteem, lower the life satisfaction even for those who came from high level of economic status. Therefore it was the self esteem that determined the adolescents’ life satisfaction which was stimulated by the family’s economic status (Zora Raboteg S & Z. Andreja Brajsa et al. 2008).

**Family Caste**

The caste or social origin determined the adolescents perception on parents and family members supports. Thus the children from Schedule Caste family perceived (82.7 percent) of supports, Backward Caste family perceived (77 percent) of supports and most Backward Caste family and other Castes family perceived (74.6 percent) of supports. The higher levels of supports were perceived by the children of schedule caste families than any others caste families. The reason was, economic poverty became the motivating force to support their children for majority of the schedule caste parents. It was with the expectation that the children would up lift the family from poverty (Gunesekaran & I.sekar et al. 2013; Brody GH & kogan SM et al. 2012).

**Gender a Determinant**

Gender determined the youngsters’ perception on parental and family members support since gender discrimination is prevalent in India. A study on youth in Indian situation and needs revealed that the perception of young people’s family support varied from gender to gender in certain areas. Nearly two thirds of young men and more than half of young women acknowledged that the boys had more freedom than the girls at home. More than half of young men and women experienced in families that the boys were asked to do less house hold works than the girls. Girls nearly 82-84 percent and boys only 69 percent reported to have been controlled by their parents regarding the issues related to social interactions (Usha Ram & S.K. Mohanty, et. al. 2010).
Reared by Both Parents

The happiness of young people was determined by living with both parents and especially the mother than the family wealth, while the adults’ happiness was determined by the family wealth. It was observed by the research that was done among top fifth income and bottom fifth income class personal; adults (11,825 persons) and the adolescents (2,000 persons) aged 10-15 years. The findings revealed that either improving income or material deprivation did not necessarily represent the real happiness or improvements in adolescents’ quality of life. On the contrary it was the material things that determined the real happiness of adults. Therefore the adolescents prefer parental love than material things (Gundi Knies, 2011, Christina D. Falci, 1997).

Single parenthood indicated that a parent living with his/her child who was less than 18 years old. The employment rate was low for the single mother who had a young child. Since they shoulder more family responsibilities, soon get exhausted and stressed (Timothy Casey & Laurie Maldonado, 2012). The single parented children are faced with five challenges; economic hardship, loss of parental support and supervision, lack of community resources, parental conflicts, life stress and instability (Single parent research project: final report, 2006). In overall an average single parented family’s statuses were lower than the both parented families (Matthew Tinsley, 2014).

Kelly and Ann illustrated in their research that the advantages shared by the adolescents’ who continuously lived with both married parents were incomparable by any others who lived with mother alone, lived with step father and step mother family etc. It was observed that those who were not continuously living with both parents were socially excluded, economically poor, less academic successors, lived with behaviour problems and had poor conflict management strategies (Kelly Musick & Ann Meier, 2010).

Parental Guidance

The parental guidance determined the children behaviours and attitudes since from the attainment of age ten onwards. When both parents spoke in same language and lived together harmoniously there too were similar behaviours found in their children.
Further the personal sharing and discussion on common issues in dialogue and mutual understanding with their children moulded and made them responsible. Therefore the parents were called to be the best friends of their children (Dinathanthi, 2014).

The researcher Letha N. C (2012) technically differentiated the academic guidance of father and mother though both their guidance was found to be one and the same. This research was done among 200 students studying class XI in government and private schools in Delhi. It identified that the parental guidance was the most crucial and made its direct impact on their children’s academic performance. However the guidance of the mother was much preferred and always stood in the positive direction than the fathers’.

**Summary**

Family system approach considered family as a social unit and focused more on the family than individuals. Nevertheless every member in a family had their own role to play being a member in family. All that it spoke; age, caste, family wealth and etc determined the individual status in reference to the family rather than individuals themselves. Therefore modifying the determinant changed the behaviours of an individual in the family (Vidya Bhushan & D. R. Sachdeve, 2006).

**II). Human Ecology Approach**

Human ecology is an interdisciplinary and trans-disciplinary approach. It studies the existing relationship between humans and every other discipline. They are nature, social, environmental, geographical, psychological, anthropological, zoological, epidemiological and home economics etc (Young, G.L, 1974).

The human ecology approach is one among the family approach whereby it recognises the human being as biological organisms and social beings in constant interaction with the environment. The environment is defined as all that exist on earth, living and non living beings. Thus the human beings and environment are part and parcel, interdependent, interconnected, and one influences the other. An account the human beings have created or grouped various support systems in order to enjoy the
environment. The created support systems are family, peers, neighbourhood, educationist, health care systems, social order, economic security, cultures, environment and religion. Every support system is important, interconnected and plays the most significant role. When one system is affected all other systems are affected (Robert Foley’s 1987).

This theory approaches and studies an individual in a wider perspective. An individual is studied from the background of his/her family, environment and the available support systems. Thus from the side of environment; good climate and availability of the natural resources like water, electricity, food and shelter are studied. From the side of support systems; family, peers, neighbourhood and educational institutions of a person is studied. The combination of all these provides the quality of life such as justice, freedom, happiness and life satisfaction to a person. It can be achieved when the environment and the support systems are enhanced and set right. This approach benefits the young people to improve upon their quality of life as well as it strengthens the environment and the support systems (Bubolz M. M & M. S Sontag, 1993).

III). Social Exchange Approach

Social exchange approach is one among the theories of family system. It affirms that family is the primary social institution on which every social institution is based, built and functions. An account the human beings are in constant exchange in trading their wants, values, resources and the knowledge. Exchange is the centre of everything and it takes place among the family members, families, groups and various social systems of society (Lambe, C. Jay & C. Michael et al. 2001; Richard M Emerson, 1976).

Inference to social exchange theory Sharon and Cheryl Buehler were alarmed about the impact of parental conflict on the academic achievements of their children. Their research was done on European American born children totalling nearly 2,297 students studying 6th grade at the mean age of 11.92 years. The observation stated that the lower levels of academic achievements were found by the students whose parents were having poor Interpersonal relationship and conflicts among themselves. However the damage was less for those students who got connected and supported by the mother amidst the conflicts (Sharon R. Ghazarian & Cheryl Buehler, 2008).
It is through social exchange that the individuals contribute and share their resources in society. All types of learning, correction, competition, comparison and coping take place within the frame of exchange. It is an approach of reward and punishment and costs and effect. In every exchange cost analysis is done and effect is measured in order to know the impact and to improve upon the quality and quantity of exchange. Such an exchange could be either positive or negative to young people (Richard M Lerner & V Jacqueline et al. 2008).

Social exchanges among people take place through social network media. Social media has become a powerful means of communication by which businesses and conflicts are resolved. John J. Drussell highlighted the impact of social network media in resolving the day today conflicts among the young people nearly 2,277 persons aged 18-24 years. The observation found that the respondents phoning and sending messages using internet solved their problems and built their relationships. It affirmed the global data that 14 percent of global population in all age groups uses the social network media (John J. Drussell, 2012).

Social exchange approaches enabled the young people to learn from one another with competition explained by the Asia-pacific network for international education and value education. Therefore when better options arrived the young people moved from the previous. Such an environment created some hope in young people and that hope is beyond human exchange, expectation and satisfaction. It is the inner fulfilment and empowerment found within a person. At this stage we note that this approach goes beyond the human relations and become a root cause of understanding the social changes and happenings (UNESCO-APNIEVE Sourcebook, No. 2, 2002).

**Exchange of Customs**

The social customs are exchanged in families by the parents, family members and people in the neighbourhood. Based on this research was done on parental attitudes towards their children in bringing the same sex friends to home, opposite sex friends to home and approval of their children love marriages. The findings revealed that only 8-9 percent of young men and 3-5 percent of young women had reported to have
experienced their parents dislike when they brought the same sex friends to home. On the contrary, 69 percent of young men and 82-84 percent of young women experienced to have received the disapproval of their parents when they brought the opposite sex friends to their home. Nearly 83-84 percent of young men and 93-94 percent of young women had expressed that their parents disapproved the marriages if that were going to be the love marriages (Usha Ram & S.K. Mohanty et al. 2010).

**Adolescents Internal Qualities**

The internal qualities of an adolescent are the determinant of their happiness and life satisfaction than family socio and economic conditions. The adolescents’ internal qualities are self esteem, sense of control, optimism and positive thinking. Thus the study that was done among 2,823 students of higher secondary schools revealed; higher the self esteem, self confidence, close association with peer members, family and parental cohesion greater the adolescents perception on life satisfaction. Such students were reported to have positive approach in life, good at academic activities, able to communicate and express themselves and have close association with parents, family members, adults and with everyone else. Ultimately they built their internal qualities to the maximum (zora Raboteg S & Ž. Andreja Brajša et al. 2008).

**Impact of Family Theories**

The three approaches; family system approach, human ecology approach and social exchange approach play the most significant role in family living. They stand as the living principles of young people to build their life in families. The whole universe; living and none living beings are centred on families whereby it moves, function, and dependent on each other. Such interdependency produces or strengthens the social support systems and moulds the personalities and individuality of the young people. Hence a healthy and conducive relationship of parents, family members and all others helps the young people to shape and design their destiny (zora Raboteg S & Ž. Andreja Brajša et al. 2008; Karen L. Fingerman & Eric Bermann, 2000).
Summary

The overall parental and family members’ support systems needed to function on the principle of democratic parenting. It means that the levels and types of parenting need to enhance the children always. Such a democratic parental approach and attitude positively influence their children’s peer, neighbourhood, teachers and environmental relationships. When it positively influences the other support systems, the synergy takes care of the psychological wellbeing of their children. An account the young people’s self esteem builds up and they are empowered (Micki M & Caskey, 2009).
Section - IV

FRIEND’S AND PEER MEMBERS’ SUPPORT

Growing into youth-hood from childhood is a natural process and no one is pushed into forcefully. All these changes take place in every one and no one is exempted. At this point the life focus changes better to worse depends upon the kind of youth relationship with parents, sibling, peers, adults, village leaders, educationalist and every one whom they encounter. Those who get good guidance grow better and others are not. Above all the friend’s and peer members’ relationship plays an important role especially among young people. The young people feel free, learn and relax among themselves on account of their peer members. Peer friendships and peer pressure become inevitable and have become absolutely necessary for the growth, empowerment and development of young people (Gunesekaran S. & I. Sekar et al. 2013; Thomas william A. & S. Gunesekaran et al. 2013)

Evolution of Friendships

Peer groups are evolved or formed among the adolescents by nature. The criterion of peer group formation was the members’ age, gender, studies and place of residence. Peer relationship had become necessary among adolescents to support each other, to have fun and to exchange emotions. Reality showed that the emergence of nuclear families forces the young people to search for peer groups. It was always the peer group that supports the youngsters after the parents or even before the parents in some cases. As well as it was the peer groups that substitutes the parental and family members love and supports. It had been found that the youngsters who were closer to their parents were less likely to be closer to their peers. Hence peer learning was powerful that it could either make or destroy the young people (Vivian Seltzer, 1982).

Similar peer relationship and friendship were very strong among the rural adolescents. It had been reported that the two girls studying plus two in a famous girls higher secondary school in the district of Dindigul, Tamil Nadu were friendly and when they had a kind of misunderstanding, stopped talking and finally both of them took
poison and were hospitalized. Such incidents are often reported in the media these days (Dinathanthi, 2014).

The most influential and beneficial support system after the parental and family members are the friend and peer members systems. Thus the International Institute of Population Sciences (IIPS) assessed the size of peer networks and the nature of peer interactions among Indian youth. The study revealed that irrespective of marital status, rural and urban, same size peer networks found to be larger among the young men than young women. Hence the young unmarried men reported to have a larger peer network than the married and those in urban than in rural areas. It was more of young men (42 percent) than women (22 percent) reported to have five or more friends. The gender differences were apparent among the married and unmarried and those in urban and in rural areas (Usha Ram & S.K. Mohanty et al. 2010).

Types of Peer Interactions

Peer interactions are based on the assumption that young people influence, advice, insist and play the role model of well known people among themselves. Thus there are three types of peer interactions; information sharing, peer education and peer counselling. The primary objective of these peer interactions are to create awareness, to share the information, to bring attitude change, to build up skills, to develop self esteem and to promote psychological support. Information Sharing is an area where the peer members share the information among themselves and every member in a group is being informed regarding a particular issue. Peer Education means that the members of a peer group educate themselves regarding the policies, programs and information. In peer education peer counselling is an activity whereby a peer member gives counselling to those who are in need in the peer group (Evidence based guidance for youth peer education, 2010).

Significance

Peer learning or education is a popular approach to promote all aspects of youth development. A peer is defined as someone who belongs to the same social group. It means that they share at least one aspect in common; age, education, occupation and risk behaviours (Steinberg & Laurence, 2010). Peer learning comes from peer
relationships which is essential for adolescents to smooth sail into adulthood. The nationwide sample study done in Canada aged 11-12 years; boys 1,041 persons and girl’s 1049 persons proved. This finding affirmed that poor peer associations’ induced depression and vice versa; finally lead the adolescents to commit suicide (Sarah A Fotti & Laurence Y Katz, 2006).

The peer education is defined as the process whereby the well trained and selected individual from the same peer group leads others towards certain objectives like education and skill development etc. Such programs empower and develop the young people (Evidence based guidance for youth peer education, 2010). Positive peer relationships prevent young people from peer pressures. It was affirmed by the Caribbean researcher in his research on perspective of adolescents and their relation to HIV & AIDS. The research was done among the adolescents (4,000 persons) aged 14-18 years. The findings revealed that nearly 48 percent of them depend on their schools, 39 percent depend on media and 10 percent depend on their families and finally only 3 percent depend on their friends. The peer pressures were nil in them (Avant Garde, 2008).

Similar research was done on young people’s academic consultation and achievement in Hong Kong among the 270 students both boys and girls at the mean age of 15.41 years ranged from 14-20 years. The research found that the teachers were the primary consultants followed by the parents and at last the peer members. It was due to the Chinese culture where the teachers were the most respected by the students. Further among the respondents the female members perceived more teachers support than the male members. Nevertheless the peer members’ supports were not the significant predictor of academic achievements either directly or indirectly in respondents (Jennifer Jun-Li Chen, 2005).

Whereas when similar research was done among 300 unmarried male youth from rural areas aged 18-30 years on youth consultation on issues; academics, drugs and alcohol, health and sex matters in Tamil Nadu, India; the peer pressures were found to be more. The researchers found that in all categories majority of respondents consulted their peers; in academics 43.3 percent, in alcohol and drugs 80.3 percent, in health matters 37 percent and in sex Matters 69.7 percent consulted their peers. The overall observation
found that the peer members became their first consultant and its inference is that high frequency of youth in rural areas yielded to peer pressure (Gunesekaran S. & I. sekar et al. 2013).

Summary

The perceived friend and peer member companionship, confidence and security are absolutely necessary to protect them from risk behaviours and positively develop. Such effort confidently connects them with parents, family members and neighbourhood. However it varies from culture to culture, rural to urban and in context. Those youngsters, who perceived higher level of supports progress in life (Elizabeth M Saewyc & Roger Tonkin, 2008).
Section V

NEIGHBOURHOOD SUPPORT

Neighbourhood is defined as the smallest social group outside of the family that feel to have friendship or neighbourliness. Such groups or individuals in a group have face to face interactions with their neighbour in spite of their distinctiveness. This neighbourhood has been outspoken in these days and there is a growing awareness on one’s neighbourhood (Michael E. Smith, 2010). Neighbourhood represents a particular significant environment that takes care of the well being, life quality, physical and mental health of young and old. In spite of the innumerable research on neighbourhood yet there is an inadequacy and research gap between neighbourhood and the indicators of people’s empowerment (Pearson, E & T. Windsor, 2012).

Neighbourhood support systems and characteristics determine the physical and psychological well being of young people. The positive qualities of neighbourhood; sharing, helping, empathy and cohesion have positive impact and the negatives such as anger, betrayal and quarrel have negative impact on young people. The young people who had grown amidst disadvantages and in the worst economic conditions have been observed to have high ethical diversity and residential instability. They were prone for multiple risk behaviours than the others who had grown in healthy neighbourhood environment (Jencks C & S. Mayer, 1990).

Neighbourhood characteristics especially the socio economic status of neighbours determined the people’s mortality aged 45-64 years. The research that was done among African-American and White participants in America revealed, irrespective of gender and ages, the mortality rate in cardio vascular diseases and cancer were high among those who lived in disadvantaged environment and low status of socio economic conditions of neighbourhood. Thus the mortality rate was found to be high among those African-American communities than the white communities. The research affirmed that the improvement of neighbourhood conditions brought down the mortality rate of a targeted group (Luisa N Borrell & Ana V Diez Roux et al. 2004).
Classification

Neighbourhood supports are classified as two; a). Material supports or supports from the structural resources b). Subjective perception on opportunities or perceived supports. The structural resources are the number of recreational places, clubs and similar forums where the adults in neighbourhood and young people come together, interact and learn from each others. Subjective perceptions of opportunities are the available supports or young people perceived cohesion, friendship and attachment with the people of neighbourhood. Both of them are necessary for the comprehensive growth of young people (Michela Lenzi & Alessco Vieno et al. 2011).

Significance

Neighbourhood support is absolutely necessary in modern times of natural and manmade disaster. It was confessed by a couple who helped a boy in neighbourhood, a victim of a Tornado at Oklahoma, USA in 2013. As the boy came out from the disaster debris the couple hugged him and expressed their support to him. It gave the little boy courage, confidence and enabled him to overcome his traumatic experience of the Tornado. The couple concluded that recovery is a process and it is possible mainly by the people of neighbourhood in disasters (Melissa J. Brymer, 2013).

Neighbourhood supports make tremendous impact on young people and it enables them to participate in the community development programs and political activities. Nevertheless lack of neighbourhood supports triggered by less number of youth participation in community development and political activities are found in India. It was found to be true by the research which was done in six Indian states between the ages of 15-29 years, among married and unmarried, male and female from rural and urban areas. The results affirmed that not even half of respondents in any one of the above category participated in either community development activities or in political activities (Usha Ram & S.K. Mohanty et al. 2010).

The subjective perception or young people perceived neighbourhood cohesion, friendship, attachment, sharing, helping and empathetic were observed among 1,145 students studying grade 6-8 in America. Among the respondents boys were 587
persons and the girls were 558 persons. The overall findings revealed the positive and higher level of young people perceived neighbourhood opportunities in all categories. However the girls perceived to have higher level of neighbourhood opportunities and utilized those opportunities more frequently than the boys (Michela Lenzi & Alessco Vieno at el., 2011).

Participation of young people in neighbourhood community development activities made them feel that they are part of the community and socially responsible. It was observed by the research that was done among 566 students aged 14-19 years in Italy. The findings proposed that the young people shall be connected with their peer groups and civic groups. Such an engagement, activities and types of programs motivates and connects the young people among themselves as well as with others in the community. It promotes peace, harmony and built the social well being of the entire community. It is verified that the parents, people in neighbourhood and government, promote the young people participation in community development activities (Cinzia Albanesi & Elvira Cicognani et al. 2007).

Summary

Neighbourhood support system is one among the most powerful support systems that intervenes, motivates and guides the young people whenever necessary, especially during crisis. However the urbanization, nuclear family system and cultural changes down play the significance of neighbourhood support systems. Neighbourhood support system strongly addresses the emerging youth issues and their risk behaviours. Here again not many research have been done on these support system when compared to parental and peer members support systems.
Section VI

SUPPORT SYSTEM OF EDUCATION

Education is one among the most powerful support systems of young people. It is defined as the process of developing knowledge, wisdom and other desirable qualities of mind, characters and general competencies of young people (Dewey, 1916 & John, 1944). The four pillars of education are learning to know, learning to do, learning to live together, and learning to be, (UNESCO-APNIEVE Sourcebook, No. 2, 2002). Therefore any development of a nation depends on quality education and the presence of educated people (EFA Global monitoring report, 2005). India has improved upon its education and statistics show that the dropout rates have come down (Gretihen Rhines C & Betsy Brown R et al. 2005).

The United Nations expressed its three major concerns on global education; inability of many parents in developing countries to send their children to schools due to social and economic conditions, gender discrimination in educational systems and lack of quality education (World Program of Action for Youth 2000). Further it argued that the great accessibility to educational institutions and facilities were more available in urban than rural. Due to the rural marginalized children unable to utilize an account their social, economic and cultural status ever remained the same (The states of the world children’s 2012).

Further to create a productive workforce of young people in India, by which to build the Indian economy and to bring sustainable livelihood, education is necessary. Since youth in India are a heterogeneous group with multiple diversity researches on education Vs diverged areas become essential. It promotes quality education and brings holistic development in young people (National youth policy 2014).

Significance

Human civilization and human sustainability depends on education and education breaks the cycle of poverty once and for all. Education is cost and effective and various efforts on poverty eradication proof that education becomes the starting point to empower
and development a community. If education is unequal the growth is uneven and unsustainable. All kinds of disparity, instability, unrest and violence can breed where there is illiteracy and uneven education. Some of the issues concerning youth in developing and under developed countries are lack of education or discontent between education and real life (Anthony Lake, 2013).

The world data showed that nearly 57 million children continue to be denied the right to primary education and many of them will never enter the schools (UNESCO Institute for Statistics (UIS), 2013). There are still 250 million children unable to read or do basic arithmetic, neglected and overlooked in spite of being enrolled in schools (Sustainable Development Solutions Network, 2014). In India when quality education is concerned none of India’s 700 universities and 35,539 colleges had made it to be among the top 100 reputed institutions of the world (Ramya M, 2014).

Council on school health and committee on substance abuse in America acknowledged that the educational institutions in America played the primary role in preventing adolescents from substance abuse when the adolescents faced with the problem of drug abuse. Because the schools had an opportunity to work with parents, health care professionals, community officials and every forum in society (American Academy of Pediatrics, 2007).

The teachers play the most important role in moulding the students. It is the good teachers who make positive impact on students learning and development. The teachers focus more on the emotional issues and development of young students. It is to enable the students to think independent and study well as the progress. Teachers are the lifelong learners of their subjects and set the high standard of expectations before the students. Their various skills; skills of communications and subject knowledge empowers the students and make them good citizens. Good and conducive environment is established by the teachers while mobilizing the available resources within and without of class rooms for the betterment of students (Amy M. Hightower & Rachael C. Delgado et al. 2011).
The researcher illustrated the teachers and students relationship. The relation had grown when the teachers taught well and made the students to score good marks. When the teachers were supportive, fair and communicative and created an atmosphere of trust in school campus the students loved them. However there were few students who came from better economic and social background perceived high level of teachers support than the other students (Ruby Larson, 2005).

**Education A Powerful Social Support**

Education connected the support systems of parents and community. It was observed by the research that was done among 51 students aged 16-18 years studying grade 10-12. The research found that the parents who had better relationship with school teachers and authorities encouraged their children and better financed them. The same parents rightly understood their children, timely verified the matters with school authorities and rewarded them for their better performance. They maintained cordial relationship with teachers and school authorities (Agabrian & Mircea, 2006).

Kulasokara Perumal Pillai. S (2012) observed in his research that education promoted scientific attitudes in young people. Thus education prevented, protected and positively developed the student’s strengths and minimized their weaknesses. His research was done on nearly 300 respondents who were boys and girls from private and government run higher secondary schools in Southern parts of Tamil Nadu. The results revealed that the students from government schools in rural areas were less scientific than their counter part in private schools of urban areas.

The students’ relationships with parents and teachers were defined by Swami Vivekananda as; the father and mother give the students BODY; but the guru gives the students a rebirth in the SOUL. Thus the role of teachers and their deep influence on students were inferred (The Complete Works of Swami Vivekananda, 2012). All the more students success in schools in all levels played the most vital role and paved way to acquire all potentialities in life as an adult (The Annie E. Casey Foundation, 2014).
Based on the above principles a Hong Kong researcher Jennifer Jun-Li Chen (2005) classified the students of grade 3 to grade 5 and assessed their perceived academic achievements in association with their parents, teachers and peer members. The research found that the parental supports were directly influencing the form 3 students but negatively and directly linked to the academic achievements of the form 4 students. Similar the teachers supports were more directly associated with the form 3 students than any other students. Whereas the peer supports were significantly related to form 5 students than any other students. Thus the academic challenges and motivations seek independence from parents and more rely on their peers.

The research on students studying grade 9-11 in United States perceived success by their academic engagement and parental, teachers and peer members support were indirectly related. In which the teachers’ supports were perceived to be the strongest, followed by their parents and peer members support. The peer members’ supports were perceived to be indirect, lowest and nonetheless significant (Chen JJ, 2005).

**Summary**

India is developed when everyone is educated and education develops the positive coping strategy. It is a powerful support system that depends on various other systems; parental, community, peer members, neighbourhood and education policies. They are interconnected and associated. A quality education is possible or better outcome can come out when all the support systems work harmoniously. In such an atmosphere the psycho, socio and emotional maturity of students grow and developed (Johnson & D. Jarmarcus, 2014).
Section VII

EXTERNAL SUPPORT SYSTEMS

Religion Binds

Religion is the binding force of persons, families and communities. It protects the young people from risk behaviours and binds them together with their family members. It was proved by the research that was done on early adolescents’ aged 12-14 years and their parents among 27 families. The findings revealed that young people who were going to church along with their parents for church activities such as church prayers and reading the Bible at least five to seven days in a week had better parental and family members’ relationships than those who were not. Further those who attended the church activities with their parents were regular for family dinner, recreation, stayed at home and distanced themselves from peer pressures (Christian Smith, 2003).

Social Net work Media

Social net work media is one among the powerful support systems of young people. It provides the young people an opportunity to access the information, receive the guidance related to their studies, jobs and anything of interest in their lives. Further it becomes a plot form for the young people to have fun, to take part in social activities and to enjoy their youthfulness. Thus the research that was done through focus group discussion among 120 youth work managers and youth work practitioners affirms. The findings revealed that through social net work media the youngsters were able to develop, maintain their friendships and join the group of their interest. Further they were able to develop and reflect upon their identity and bridge the available social capital resources for their personal growth (Tim Davies & Pete Cranston, 2008).

Health Determines

Health is one among the powerful social support systems of young people. It had been defined as a state of complete physical, mental, and social well being and not merely the absence of disease or infirmity (WHO). When it comes to India, India is far behind in health and hygiene. The physical and mental health condition of parents, family
members and neighbourhood affects the young people. It was found in India that a
good number of young women are anaemic. Hence the children of all these mothers are
also naturally found to be anaemic. Thus an average life expectancy in United States
of America is 86 years where as when it comes to India it is around 70 years.
Therefore to keep diseases at bay it is important that the health hazards are removed
(The Week, 2012).

**Youth Clubs and Associations**

Youth clubs and associations are the powerful support systems of young people.
Thus the members of those clubs and associations were better empowered than others
who were not. It was found by the research that was done among middle school students
who were the members of different groups; sports groups, school groups, church groups
and groups from communities etc. Thus as per the study objectives nearly 2,295 students
at the average age of 13 years were selected as respondents in United States of America.
The findings revealed that the students who actively involved in group activities
performed better in academics and capacitated to solve their personal and common
problems than the others who were not. Further they perceived better parental, family
members and adults supports than those who were not involved in any group activities
(Aaron Metzger & Hugh F. Crean et al. 2009).

There are number of sparkers and some of them are parents and family
members, friend and peer members, neighbourhood and educational institutions.
These sparks/supports are in operation under family system approach, human ecology
approach and social exchange approach. Thus any research on these supports enable the
researcher to understand the youth better. Thus the research undertaken assess the rural
youth perceived parental and family members supports, friend and peer members
supports, neighbourhood supports and educational institutions supports in terms of their
perceived supports, trust, coping, monitoring, school boundaries and expectations, risk
behaviours and leadership qualities etc.
Conclusion

India is a youthful country and global communities look at India for its human resources. At this back drop focusing on youth in India is most relevant, inevitable and would reward in long run. In order for which, it is necessary that the youth in India are empowered and developed. It is obtained through appropriate and systematic plans and programs. Such an approach calls to assess the social support systems of youth; services, opportunities and supports. Nevertheless there were some researches done on services and opportunities of youth in India but seldom on supports. Thus lack of researches on supports hampered the youth development in India. These supports are the sparks that enable the youth towards their motivation and success. Further it is the sparks that stimulate the young people to utilize the provided services and opportunities.
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