CHAPTER 2

REVIEW OF RELATED LITERATURE

Review of literature is an account of previously published materials by experts and researchers in a particular area of interest. It gives the opportunity to reference to previous publications, to provide strength for research. At the same time it help the researcher to get an overall picture about the studies so far conducted that are related to the topic under consideration.

Review of related studies is essential and it plays a significant role in any type of research work. It implies locating, reading and evaluating the reports of research as well as research of casual opinions and observations that are related to the individuals planned research. It is an important pre-requisite to the actual execution of any research. The review of related literature promotes greater understanding of problem and its crucial aspect and ensures the avoidance of unnecessary duplication.

Any worthwhile study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Review of past research develops an insight into the present study and also helps to curve the problem with precision and accuracy. The review not only avoids unintentional duplication, but also provides the understanding and insight necessary for the development of a logical framework into which the investigator’s problem fits.
Review of related literature allows researchers to acquaint themselves with current knowledge in the field or area in which they are going to conduct their research.

In this chapter, the researcher has made an attempt to examine certain studies, which are closely related to the subject under investigation.

A lot of studies related to life skill education is collected by the researcher and categorized into different subheads such as:

- Studies on life skills
- Studies on cognitive skills
- Studies on Emotional Coping Skills
- Studies on Social skills
- Studies on mental health

2.1. Studies on Life Skills

The study “Impact of Life Skills Training on Emotional, Educational and Social Adjustment of the Secondary School Children” by Deshmukh, K. (2014) aimed to determine the impact of life skills training on emotional, educational and social adjustment among school children. The researcher adopted two group semi experimental study. The finding of the study indicated that the mean score of the emotional, educational and social adjustment statistically had a significant difference in the intervention group before and after the intervention.

The study “Life Skill Awareness among Physically Challenged Adolescents of Thiruvananthapuram District” by Jayachandran, M. (2014) tried to analyse the extent of awareness on life skills. An awareness test
based on the core life skills was developed and administered among the students. The data were analysed using statistical techniques like mean, standard deviation, t-test and F-test analysis. The study revealed that majority of the physically challenged adolescents’ had only average level of awareness on life skills. There was no significant difference between male and female adolescents in their life skill awareness.

The objective of the study on “Teacher Effectiveness in Relation to Life Skills at Secondary Level” by Rajeswari,K (2014) was to find out the relationship between teacher effectiveness and life skills among secondary school teachers of Thiruvananthapuram and Kollam district. The major tools used for the study were Life skill acquisition test and teacher effectiveness rating scale. The findings of the study are helpful for teachers, administrators, curriculum planners while planning and executing educational programmes and also highlight the need for life skill training for teachers.

The objective of the study “Impact of Life Skills Education on Adjustment Problems among Adolescents” by Suresh & Vivek (2014) was to assess the level of self awareness and interpersonal relationship before and after providing life skills training. The researcher adopted one group pre test post test experimental design and adopted purposive sampling. A life skill module was developed and used for the training. The main finding of the study was that there was a significant change in the level of self awareness and interpersonal relationship of respondents before and after the life skill training. The researchers concluded that life skill training is effective for the students to promote the skills.

In the paper ‘Significance of Life Skill Education in Entrepreneurship Development’ by Singh R (2014), an attempt was made to find out the
usefulness of life skill education in the process of entrepreneurship development with the help of pretested questionnaire schedule distributed to few selected entrepreneurs. It was identified that the different skills imparted under life skill education are directly helping in entrepreneurship development and considered as very effective for operating enterprises.

**Susan & Suprabha (2014)** attempted to examine the need and relevance of imparting life skills to children with special needs. In the study the authors focused on children with developmental abilities and concluded that children need to be given special attention because they have to be mainstreamed. Every children need to be familiar with the do’s and don’ts of managing such children in their classrooms but also with specific life skills that will enable them to cope up with their day to day life. The paper also emphasized on the importance of including life skills as a compulsory component of the pre service teacher education programmes.

**Wurdinger (2011)** in his study collected academic and life skills from alumni who attended a School in Minnesota. Students ranked life skills such as creativity, problem solving, and time management extremely high, whereas academic skills such as note taking and test taking were ranked much lower. Students graduate from this school with a strong sense of purpose and self-confidence helped them become productive members of society.

In her study on "Life Skills as An Innovative Teaching Method", **Augustine (2010)** discusses strategies to impart knowledge and create awareness of various issues of concern to adolescents in schools. She suggests that by integrating life skills development with the regular curriculum rather than differentiating it as a non curricular activity, will help in its successful implementation.
The study by Bharath & Kumar (2010) was to assess the impact of the life skills education programme (LSE program -NIMHANS model) by assessing the difference between adolescents who were in the programme and not in the programme. The adolescents in the programme had significantly better self-esteem, perceived adequate coping, and better adjustment generally, specifically with teachers, in school, and pro-social behaviour. There was no difference between the two groups in psychopathology and adjustment at home and with peers. Randomly selected 100 life skill educator-teachers also perceived positive changes in the students in the programme in class room behaviour and interaction. LSE integrated into the school mental health program using available resources of schools and teachers is seen as an effective way of empowering adolescents.

The article, "Innovative Methods of Life Skill Training Programme" by Bhave's (2010) is a study on the basis of the life skills training programmes conducted by her among the students. Bhave's training team has designed life skills training programmes to reduce levels of risk factors in adolescents and young people. The author reported that the life skills training programme has immensely benefited the students in dealing with the issues such as prevention of risk behaviour related to sex, HIV/AIDS and holistic prevention of life style associated diseases.

Galagali’s (2010) article on "Adolescent Life Skills Education Programme: The Bangalore Experience" was on the basis of the intervention programme conducted by her to understand the impact of life skills among students, especially adolescents in Bangalore. The author pointed out that life skills education empowers adolescents with both knowledge and skills to deal with the difficulties of daily life, growing up and to handle high risk
situations. Life skills education also enhances enabling environment at school and community.

"Empowering Adolescent Girls in Rural Areas" was a conceptual analysis by Kavitha (2010) on issues related to adolescents’ empowerment. Adolescent girls need specific attention, education and information to empower themselves. The author states that girl-to-girl approach can be a better way to impart life skills to girls, since it was not feasible to conduct the training in life skills through a single window approach in rural areas. It was concluded that at present the programmatic interventions for adolescent girls are limited and sporadic and do not address the needs and requirements as an integrated whole. It was necessary to draw up a special package for their development based on their gender and location-specific needs and problems by coordinating the efforts of individual, family and the community through community decision making, organisational planning and educational reform.

An action research was conducted by Mariachelvi & Jayapoornani (2010) among the street children of Coimbatore to study the impact of life skills training. The study shows that life skills training programme has made major inroads into the life of adolescents who have undergone the training programme. Creditable improvement was observed among trained children with regard to their knowledge on taking care of minor injuries and illness, personal hygiene and sanitation. This action research has proved that, if training in life skills are provided by trained professionals according to the needs of the children, the impact will be high and behaviour modification can be achieved.

Nair, R (2010) in his essay "Life Skills Education - Origin and Development of the Concept" discusses the history, origin and development
of the subject of life skills education. The issues like adolescent reproductive sexual health, HIV/AIDS, substance abuse, responsible sexual behaviour, etc are effectively addressed through life skills training. It has led to the promotion of life skills education across the globe and especially in India. Nair points out that in all these conferences, the world leaders focused on education to build the competence and creativity of citizens.

A study on “Life Skill Education and Inclusive Growth” by Nair, M.K.C & Paul (2010) tried to analyse the relationship between life skills education for inclusive growth. They opined that life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences- both individual and social- that are a part of one’s daily life and work and the rapid changes that occur in course of one’s daily life. In conclusion they pointed out that skills – based education could not occur when there was no nitration among participants; it relies on groups of people to be effective. All three components, life skills, content and method should be in place if this approach was to be successful. There has to be a balancing of the three components of knowledge, attitude and values and skills as the most effective method for developing or changing behaviour.

Rani (2010) in her study on "Integrating Culture-Specific Inputs from Bhagavat Gita in Life Skills Education" tries to re-look at Gita in terms of life skills. She attempts to analyse the core life skills from the perspective of Bhagavat Gita. The author says that creative and critical thinking skills are the other major life skills which are widely discussed in Gita. In her conceptual analysis she further discusses interpersonal relationship skills, self awareness, empathy, coping with emotions and stress also in terms of the teachings of Gita. In conclusion it is said that life skills education should be focusing on two goals – individual perfection and social efficiency.
In the article on “Life Skill Education and its importance for the Juveniles in Conflict with Law”, Rao et al. (2010) analysed the importance of life skill education (LSE) in terms of behaviour modification of the juvenile delinquents. The study indicates that the juveniles arrested and kept in government institutions are not different from the normal children in our homes, except timely intervention restores them back to the mainstream from where they can start afresh. Life skill Education comes handy as a tool that not only educates but also moulds the personality of the juvenile and orients the juvenile towards a positive lifestyle.

Sheppard & Unsworth (2010) explored the effectiveness of a short-term educational residential programme to improve skills of everyday activity in adolescents and the effect on participant self-determination was also measured. Results from this single-group, quasi-experimental research with three data collection points found that participants’ skills had improved significantly with large effect sizes at the post programme and 3-month follow-up. Skills needed did not show the same level of improvement, but participant-rated self-determination scores improved significantly with small effect size at the post programme and moderate effect size at follow up.

Singh (2010) in her article on "Life Skills for Enhancing Excellence in Education and Life Long Learning" tried to analyse the initiative of National Institute of Open Schooling (NIOS) to integrate life skills training along with the curricula on a pilot basis. According to Singh the first step in the process was to integrate life skills and adolescent reproductive and sexual health issues within the curriculum. After appraising the curriculum about the need to integrate life skills into the subject, the second step was to sensitise the lesson writers about the adolescent concerns and to build their capacities by equipping them to use the life skills approach while developing the lessons.
Singh has pointed out that their strategy has laid a strong foundation for the future. This article is highly commendable considering the innovativeness of the subject.

**Slicker & Billie (2005)** surveyed at a large, 660 University freshmen regarding the perceptions of their parents’ parenting behaviour and their perceptions of their own life-skills development. Results indicated that parental responsiveness significantly predicted life-skills development in all four domains even when age, gender, and socioeconomic status were taken into account; whereas, parental demand was not a significant predictor in any of the four domains of life-skills development.

A life skills management programme for rural youth delivered via collaboration between education and non-education agencies evaluated by **Thurston (2002)** indicated that the programme changed participant’s attitude and behaviors.

The effectiveness of a life skills programme with regard to alcohol consumption, life skills, knowledge, and school bonding among young adolescents was investigated by **Weichold et al. (2002)**. The focus was on the moderating role of gender, based on the assumption that life skills programmes may address specific needs of adolescent girls better than those of boys. The universal school-based life skills programme was implemented and evaluated over three years. Results revealed that girls profited the knowledge of effective communication within groups and self-confidence, but not boys. In contrast, none of the other program effects was moderated by gender. Thus, the programme, although lacking gender-specific components, worked well for both boys and girls during early adolescence.

According to **Cairna (2001)** the concepts of scaffolding, situated learning and the zone of proximal development explored ways to embed
basic skills development in everyday situation for people with learning difficulties

Wichroski et al. (2000) found that a statewide life skills job-readiness programme in curricular areas was positively correlated with self-esteem and social supports.

2.2. Studies on Cognitive Skills

Christofides et al. (2012) examined online environments that encourage adolescents to share and connect with others. The authors explored differences and similarities in the use of Facebook for information sharing and use of the controls to protect their privacy. Adolescents reported disclosing more information on Facebook and using the privacy settings less than adults. Despite these differences, the results indicated that adolescents and adults were more similar than different in the factors that predicted information disclosure and control. Self-esteem partially mediated the relationship between group and information control, with adults having higher self-esteem than adolescents.

Koumoundourou et al. (2012) explored the mediating role of career decision self-efficacy between Core Self-Evaluations (CSE), a newly established construct within the personality domain, and adolescents’ vocational identity. Using a sample of 200 Greek high school students, it was found that for female adolescents CSE influenced vocational identity both directly and indirectly (via career decision self-efficacy). For male students, CSE had only an indirect effect on vocational identity through career decision self-efficacy. The findings are discussed with reference to Social Cognitive Career Theory (SCCT) framework.
In the study Huang et al. (2011) attempted to integrate a self-awareness mechanism into an agent’s learning architecture. Results indicated that self-aware agents who consider public self-consciousness utilize rational analysis in a manner that promotes cooperative behaviour and supports faster societal movement toward stability and also found that a small number of self-aware agents are sufficient for improving social benefits and resolving problems associated with collective irrational behaviour.

The study by Karpova et al. (2011) was to understand how student’s creative thinking could be increased in a university classroom. Creativity exercises that can be incorporated in various courses were developed. The exercises formed four learning modules: (a) what is creativity, (b) recognizing and identifying opportunities, (c) generating ideas, and (d) evaluating creative ideas. Four instructors administered the exercises in five courses. To evaluate effectiveness of the training, figural format of the Torrance Test of Creative Thinking (TTCT) was used to assess student creative thinking before and after completion of the exercises. The study demonstrated that by incorporating creativity exercises into existing courses, instructors helped students develop creative thinking—a critical aspect of one’s professional development.

Kusum (2010) in her article "Enhancing Academic Performance through Creative Thinking Skills Training: An Experiment among Middle School Students" explained the impact of creative thinking skills among school children. The objective of the study were to find out the levels of creative thinking skills among the study group to assess the impact of creative thinking on academic performance and to understand the composition of the constituent elements in creative thinking. The study revealed that there is a close relationship and significant impact of creative thinking on academic
performance. Training in creative thinking has made considerable influence on the enhancement of creative thinking skill and academic performance among the experimental group. The findings of the study implied the need for intervention.

In their empirical study on "Harnessing Internal Resources- Hardiness Personality and Self-esteem as Moderators of Occupational Stress among IT Professionals" Subramanian & Vinothkumar (2010) aimed to find out the extent to which hardiness and self-esteem were related to the various dimensions of perceived occupational stress and to explore the extent to which hardiness and self-esteem moderated the occupational stress among IT professionals. The findings of the study revealed that internal resources such as hardiness and self esteem mediate the perceived occupational stress by altering the individual’s cognitive appraisal process, such that individuals were able to reframe or reinterpret stressful situations at work environment. On the basis of the study, the author suggests that IT industries can take initiative to redesign jobs in a way that facilitates reducing role overload and role ambiguity in their job.

The study on “Citizenship Training and Life Skills: A Conceptual Analysis in the Indian Context” by Varghese (2010) tried to find out the needs and importance of the life skills approach. According to him citizenship education aimed to equip people with the knowledge, understanding and skills to participate effectively in society. Life skill education for citizenship was a value addition training for youth to understand self and able to assess their skills, abilities and areas of development.

Lund.I (2009) found the concept of self-awareness related to adolescents with shyness as an emotional and behavioural problem at school.
In its extreme form shyness can be seen as an emotional and behavioural problem that interferes with an individual’s potential for growth, learning and overall well-being. During interviews and observations in school, 15 adolescents presented their experiences and challenges. Their narratives are the foundation for a discussion related to self-awareness and implications for future practice in the context of school in relation to this group.

The relationship between recreation and self-determination for adolescents and young adults with intellectual disabilities was examined by McGuirel & McDonnell (2008). The results establish a predictive relationship between recreation and self-determination indicating that adolescents and young adults spend increased amounts of time to actively involve in recreation, to be predictive of higher levels of self-determination. The findings supported that recreation may be a useful strategy for enhancing self-determination skills and that self-determination can be increased through experiences, not just through teaching explicit skills.

The effects of leaders' self-awareness of their own leadership on followers' satisfaction, self-leadership, and leader effectiveness was analysed by Tekleab et al. (2007) in their study. Results from confirmatory factor analyses provided support for two types of leadership: transformational and empowering. Results from polynomial regression analyses indicated that self-awareness of transformational leadership was related to leader effectiveness and followers' supervisory satisfaction. In contrast, self-awareness of empowering leadership is related to followers' self-leadership. These effects of leadership self-awareness extend beyond the direct effect of leadership on the outcome variables.

Wong (2007) tried to evaluate prospectively the development of critical thinking disposition of the student prosthetists and orthotists in Hong Kong.
California Critical Thinking Disposition Inventory (CCTDI) was used for analysis. The results showed that there was significant improvement in 5 out of the 7 domains, namely Truth-seeking, Open-mindedness, Systematicity, Analyticity, Critical thinking self-confidence, Inquisitiveness and Maturity of judgment in 3 years' time.

In his study Barak (2006) specified that problem solving skills can be improved by combining method based on ordered thinking and disordered thinking.

Dixon et al.’s article (2005) presented results of a study that compared critical thinking in two writing samples (essays) from gifted adolescents who attended a residential school. Results demonstrated a gender-specific effect of using computers to compose essays. Boys using the computers produced significantly more words, sentences, and paragraphs than boys who did not use the computer to write and received higher ratings on a structured rubric. Girls scored the same in both conditions and performed consistently at a level on par with the boys using computers.

Haelewyck et al. (2005) described the social validation analyses of a Belgian self-determination curriculum that was adapted from a French-Canadian curriculum. It was done with the participation of adolescents with intellectual disabilities, teachers, and experts from the field. Overall results indicate a satisfying to very satisfying appreciation of the social utility of the training manual. The findings also highlighted that the curriculum actually supports the conceptual framework of self-determination.

Meinhold & Malkus (2005) examined the relationship among adolescent environmental behaviors and self-efficacy, knowledge, and attitudes. It was hypothesized that adolescents who demonstrate more pro-environmental attitudes are more likely to demonstrate pro-environmental
behaviors. Results indicated that pro-environmental attitudes significantly predicted pro-environmental behaviors and that environmental knowledge was a significant moderator for the relationship between environmental attitudes and environmental behaviour. This was especially true for males.

**Phillips & Silvia (2005)** found that people completed measures of self-discrepancies and emotions (dejection, agitation, positive effect, and negative affect). Self-focused attention was manipulated with a large mirror. When self-awareness was low, self-discrepancies had weak, non-significant relations to emotion. When self-awareness was high, however, self-discrepancies strongly predicted emotional experience. These effects were general—ideal and ought discrepancies affected emotions because of their substantial shared variance, not their unique variance.

**Silvia & Phillips (2004)** found that self-evaluation influences creativity. Based on objective self-awareness theory, the authors predicted that feeling able to improve would buffer against the detrimental effects of self-evaluation on creativity. Two experiments manipulated self-evaluation (varying self-awareness, Study 1; providing objective performance standards, Study 2) and perceived ability to improve potential failure on the creativity task. Self-evaluation reduced creativity (generating remote associates, finding unusual uses for a knife) in both experiments, but only when people did not expect to improve. When people felt that they are able to improve, self-evaluation did not affect creativity.

**Dixon (2001)** found that there is a need for activities that foster critical thinking on a regular basis within secondary literature-based courses and also pointed that the call for curricula that both model and encourage the thinking skills that students possess is a challenge for all educators who teach verbally gifted students
Terry (2000) examined service learning from the perspective of gifted adolescents who have participated Community Action Service learning projects. Using a case study design, the author investigated adolescents' perspectives concerning their involvement in service learning projects grounded in creative problem solving. A service learning typology based on the degrees of student involvement was described. The importance of service learning to the participants was highlighted in the following themes that emerged from the data: methodology, attitudes, personal and social development, commitment, and empowerment.

Gopalakrishnan (2000) reveals that reflective thinking skill strategy was more effective than the formal approach in teaching history.

2.3. Studies on Emotional Coping Skills

“Impact of Life skill Education on Stress Management” by Richard & Kumaravel (2014) was to find out the possibility of making life skill education approach for effective stress management. The study was conducted among 40 IT professionals in Banglore, using pre and post assessment of stress and coping after providing training on 10 core life skills. The study falls under quasi experimental design and focused on the different dimension of stress and various types of positive and negative coping styles. The research outcomes showed that there was significant decrease in the stress level and increase in the positive coping and decrease in the negative coping of research participants after undergoing training on life skills education. Hence life skills approach was suggested to manage the stress effectively in day today situations.

The study by Sardesai et al. (2014) on “Life Skills Education in dealing with Stress and Anxiety among Adolescents” investigated the relationship
between stress and anxiety. Analysis showed that 44 percent of adolescents reported experiencing high levels of anxiety while 9 percent reported experiencing high level of stress. Even though the stress level was low, the literature revealed that it was the experience of anxiety that often precipitates the stress level.

"Depression and Risk Behaviour among Adolescents in Kolkotta" is an empirical study conducted by Deb & Chakraborty (2010) among the adolescents of Kolkotta. The authors opined that even though umpteen number of studies are available on the depression and risk behaviour of adolescents, the issue among the adolescents of Kolkotta was not studied so far by any and hence they have studied the problem in detail using three tools like background information schedule and adolescent risk behaviour checklist developed by the authors and Beck Depression Inventory II (BDI-II). The findings of the study shows that a large number of adolescents in Kolkotta city, irrespective of age group and gender, are unable to cope with the stressful life of events and become victims of depression. Deb and Chakraborty suggested that the reproductive health and value-oriented education should be introduced in the educational institutions so that the adolescents can be saved from depression and high risk behaviours.

In their conceptual study on "Emotional Labour: A Significant Interpersonal Stressor among Professionals" Varghese & Jayan (2010) discussed the concept of emotional labour in detail and it impacts on the professionals. They concluded by suggesting that in the globalised world, the concept of emotional labour is of strategic importance as there is an increased demand for workers who can provide consistently high quality service. Emotional labour in the Indian context needs to be viewed as a life-
2.4. Studies on Social Skills

Bischof-Köhler (2012) pointed out that as opposed to emotional contagion; empathy is characterized by the self–other distinction of subjective experience. In experiments with 126 children, mirror recognition and readiness to empathize with a distressed playmate he found that almost all recognizers showed compassion and tried to help, whereas non-recognizers were perplexed or remained indifferent.

The purpose of the study by King & Holosko (2012) was to develop and validate the Empathy Scale for Social Workers (ESSW). The ESSW is a 41-item self-report inventory designed to assess empathy in social work practitioners. Findings revealed promising psychometric properties for the ESSW, and Exploratory Factor Analysis (EFA) demonstrated content, construct, and factorial validity. The scale addressed a gap in social work knowledge regarding the empirical evaluation of empathy and suggested that this scale can be used to assess student training needs and/or as a screening tool for social work supervisors and practitioners.

Barchia & Bussey (2011) investigated the role of social cognitive factors and empathy as predictors of students defending victims of peer aggression in a longitudinal study involving 1,167 primarily white adolescents (aged 12—15 years, 613 females). The authors found that high levels of collective efficacy beliefs in the ability of students and teachers to work together to stop peer aggression were associated with higher frequency of defending behavior over time. For girls, empathy was also associated with defending over time.
The study by **Martyn et al. (2011)** was conducted to explore the effects of an Event History Calendar (EHC) approach on adolescent sexual risk communication and sexual activity. Researcher reported their perceptions of EHCs by questionnaire after the visit and post study interview. The EHC approach facilitated communication and adolescent awareness of their risk behaviors.

**Yamuna, S (2010)** in her study on "Life Skills to Handle Puberty and Associated Issues in a Clinical Setting" tried to identify the issues pertaining to adolescents related to reproductive sexual health and the life skills required to face those issues. Yamuna narrated the changes in the individual as physical changes; physiological changes like increased energy expenditure, metabolic rate, hunger, appetite and thirst, sleep requirements with delayed phase shift, daytime sleepiness’, bone mineralisation, etc; cognitive and emotional changes; sexual changes; relationships; body image; family; school; friendships like same sex relationships, cross sex relationships, neighbours and relatives and romantic relationships and role models. After discussing the life skills required to face various challenges effectively, the author pointed out that empowering adolescents with life skills can be done anywhere and by anyone who can empathise with them. She strongly recommended empowering all healthcare professionals with life skills as an effective way to address the issues of adolescents. It would also make their job far more interesting and meaningful.

**Markstrom et al. (2009)** suggested that caring and helping are mechanisms that link empathy to religiosity and spirituality. To test this assertion, 428 adolescents completed self-report measures of religious attendance, importance of spiritual or religious beliefs, care, volunteerism, and affective and cognitive subscales of empathy. Importance of beliefs was
associated with empathic concern and perspective-taking forms of empathy. Through a series of regressions, care was shown to mediate the relations between importance of beliefs and empathic concern and perspective taking, and volunteerism mediated the relation between importance of beliefs and perspective taking.

Schaffer et al. (2009) examined the relationship among parenting, empathy, and antisocial behaviour in two hundred forty-four undergraduate students attending an urban University. They completed self-report questionnaires assessing their antisocial behavior, empathy and mothers’ and fathers’ parenting styles. Support was found for a model in which maternal permissive parenting contributed directly and indirectly to antisocial behavior, through its effects on cognitive and emotional empathy development.

The aim of the study “Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents” by Yadav & Iqbal (2009) was to see the impact of life skill training on self esteem, adjustment and empathy among adolescents. The result showed that subjects improved significantly in post condition on self esteem, emotional adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition. Overall training was effective as subjects improved in the post condition on all measures except one, thus showing that life skill training do show positive results in bringing change in adolescent’s attitude, thought and behavior providing supportive environment to them.

Soenens et al. (2007) proposed and tested an integrated model of the intergenerational transmission of empathy-related responding in adolescence. This model included maternal support as a mediator of the
intergenerational transmission of empathy and examined friendship quality as an outcome of adolescent empathy. Adolescent empathy (and perspective taking in particular) predicted adolescent friendship quality and served as an intervening variable in the relation between maternal support and friendship quality.

**Heinla (2006)** presented the comparative results of research on 16-17 year-old Estonian adolescents’ and 9-12 year-old children’s creative thinking in connection with their social environment. The results of the study demonstrated the creative thinking of the 16-17 year-old adolescents was higher in the group where one or both parents have university education, work as top executives or specialists, where the families cope well economically and live in the capital. The creative thinking of the 9-12 year-old children is higher in the group where the mothers have a higher education and where they live in a rural area. Even though the correlation between social factors and the creative thinking of the adolescents treated in the study occurs only at the older age level, it was likely that the influence of cognitive and personality components of the child’s creativity begins at a much earlier age.

According to **Scruggs (2005)** life skill for women provides a comprehensive multi faceted programme designed to motivate, educate and empower incarcerated women to develop personal and interpersonal skills, behaviour awareness and to build a bridge back to the community.

**Lambert & Craig (2004)** examined the link between preadolescents’ perceptions of parent child communication and their levels of school-based aggressive behavior. The results indicated that preadolescents’ perceptions of effective parent-child communication were negatively correlated with school-based aggression relativity which begins at a much earlier age.
Kim S. & Rohner (2003) tested the hypothesis that the level of emotional empathy reported by university students in Korea is positively associated with the extent to which youths perceive themselves to have been accepted by their parents in childhood. Results showed that the level of daughters' emotional empathy varied directly with the level of perceived maternal acceptance, whereas the level of sons' emotional empathy varied directly with the level of perceived paternal acceptance.

2.5. Studies on Mental Health

The paper by Dix et al. (2012) argued for giving explicit attention to the quality of implementation of school-wide mental health promotions and examined the impact of implementation quality on academic performance in a major Australian mental health initiative. Findings showed that after controlling for differences in socioeconomic background, a significant positive relationship existed between quality of implementation and academic performance. The difference between students in high- and low-implementing schools was equivalent to a difference in academic performance of up to 6 months of schooling.

"Enhancing Mental Skills to Improve Athletic Performance among Youth" was an empirical study conducted by Mathai & Subramanian (2010) with an objective to identify the level of mental toughness among the athletes who were participating in the Interuniversity Athletic Competition, to verify whether there was any significant gender difference in the level of mental toughness experienced by the athletes and to identify if there was any significant difference between high achievers and low achievers in the level of mental toughness. The study showed that the overall level of mental toughness was below average for the athletes under study. Females showed significantly higher level of motivation than males. In the area of pressure
handling, males showed significantly higher score than females. The authors suggested that while developing athletes to elite level competition, care must be taken to ensure that they are trained to develop positive outcomes for mental toughness.

**Rajan (2010)** in her article on "A Need Based Mental Health Programme for Adolescent Girls" aimed to develop a need-based mental health programme for adolescent girls on the feedback obtained on their mental health status, nature of emotional problem and identification of areas based on their own self report where they need guidance. The analysis showed that the adolescent girls have a moderate amount of emotional problems and thus need guidance and assistance in dealing with them. She concluded by suggesting that a composite mental health programme for all adolescents and a mental health programme based on the principle of the home-school collaboration can be developed in which parents play a major participatory role.

The paper by **Whitman et al. (2008)** discussed the health promoting schools framework, reviews effective strategies for promoting mental health in schools, and provides examples from Zhejiang Province, China. This article also discussed the key roles that mental health professionals can play in promoting mental health through schools. As advocates, policy makers, researchers and teachers, mental health professionals can bridge the sectors of education, mental health and public health. Developing common frameworks and interdisciplinary training will create a foundation of shared understanding to achieve this goal.

**Fertman & Ross (2003)** examined the use of a school-based mental health program that works to prevent drug and alcohol problems and promote student mental health. Students' presenting concerns, services used,
service format and people to whom students were referred for services were investigated. Student use among schools was compared using chi-square analyses. Student concerns, service format, and student referral and follow-up varied significantly.

Much of the reviews derived are primarily of adolescents in developing countries. Therefore, some research may not be applicable to young people in the developing countries due to the difference in contexts, environments, culture and experiences. There was only limited number of research in developing countries, but when found, it was incorporated in this research work by the researcher. However, similarities and important concepts and finding from this research do exist and are important to consider. Yet, this dearth of research of the adolescents is cause for concern and present ongoing difficulties in conceptualizing and realizing the life skill education programme for adolescents

Review helped the researcher to know the methodology that can be adopted for doing research, the tools and techniques that can be used and the statistical techniques helpful for analyzing the data. It also helped for proper planning, execution, and solution to provide guiding hypotheses, suggestive methods of investigation and comparative data for interpretive purposes.