Literature Review:


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

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

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

Numerous data sources were used and data was analysed. Case studies were presented showing each stage of leadership development.

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

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


The article focused on Self determination which is understood as “the ability to identify and achieve goals based on a foundation of knowing and valuing oneself is critical to accomplishing major developmental activities of adolescents”. Conversely completing the development task of
adolescence is essential to acquiring skills and knowledge needed to become more self-determined.

The article also aims at exploring the relationship between adolescence and self-determination. First self determination is described as a model of self-determination that delineates component knowledge and skills of self-determination are provided. Next, the relationship between the components of self-determination and major adolescent development milestone is discussed. Finally, efforts that support self-determination for adolescents with disabilities is provided.

This article concludes with an emphasis that self-determination requires the students be viewed as active participants in the educational process. The article also considers this is a valuable functional life skill.

As a result, in self-determination frame work students play an active and participatory role in deciding what they want to learn, why they want to learn it and how they are going to learn it.

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


The article deals with Mentoring Programs for Adolescents where a research was conducted on youth mentoring from mid-1980s through late 1990s. The varied benefits of youth mentoring ranging from improved relationship to a reduction in the initiation of drug and alcohol use have been documented.

This paper presents a summary of the various research projects conducted in the past 15 years on mentoring and mentoring programs viz. the benefits that youth derive from programmatically developed mentoring relationships and the practice of effective mentors compared with those less successful, etc.

Mentoring research has generated many critical findings. Firstly, there is an evidence of positive benefits of mentoring. It was learned that unrelated youth and adults come together to form satisfactory and meaningful relationship with time and a right attitude. The paper also concluded that right mentoring requires effort on the part of volunteers and that the program must provide the volunteers with resources to train, screen and support mentors.

The article goes on to list the limitation of mentoring saying that program need standards to guide the development and monitoring of quality programs and successful relationships. The
Most critical limitation observed here was, standards that can be used for such assessment do not yet exist.

Most of the research in this field has focused on one-to-one friendship oriented or school-based mentoring models. But very little research has been conducted on programs in other settings. As such, more work is needed to understand the full range of outcomes that mentoring can affect as well as the limitations of this approach to serving adolescents.


This article examines decision making patterns among teen age consumers. It attempts to fill some gaps in the research of consumer decision making among young by focusing on several different stages of the process. To substantiate the conclusions, explanations for behavior at each stage are sought through socialization variables. The article states that Consumer socialization research is typically based on two model of human learning, viz. the social learning model and the cognitive development model.

The study consisted of a sample size of 734 adolescents from several cities and towns of urban, suburban, semi-rural and rural Georgia. Self-administered questionnaire were completed by respondents from middle and high schools. The results suggest that young people have acquired fairly sophisticated decision-making skill during adolescences. The data suggests that adolescents tend to rely more on personal sources of information on products of high risk and on mass media for products of low risk. Again, brand name was perceived as the most important criteria in decision-making. As regards parents and peers, both showed a relatively less influence at during product evaluation stage. Finally, the research concluded by saying that there is a positive relationship between the frequency of family communication and consumption and the extent to which and adolescents uses price in product evaluation.

**Webster Rosemary A., Hunter Hichhale and Keats John A. 2002. Evaluating the effects of a Peer support programme on adolescents’ knowledge, attitudes and use of alcohol and tobacco, Drug and Alcohol Review, 21, School of Behavioural Science, University of Newcastle, NSW 2308, Australia.**

The study was designed to evaluate the effects of peer support programme on adolescents’ knowledge, attitude and use of alcohol and tobacco. The research model tried to determine the direct and indirect influence of peers and parents on adolescents’ attitude and use of drugs.

In general, it seems that peer support programme has no effect on participants’ knowledge, attitude or drug use behavior. The findings of this study are inconsistent with studies that have
shown positive effects from peer led drug prevention programmes. However, they are consistent with the findings that show that drug programmes are predominantly ineffectual in influencing subjects’ attitudes and behavior.

The finding also shows that parental effects remained relatively stable over time. But since none of the other aspects of peer support approach were addressed, the lack of effect on drug use behavior does not imply that these other aspects were ineffective. Actually, majority of the junior students thinking that there should be peer support. The study also states that providing positive role models for younger children is important and therefore colourful selection of peer leaders should is an important consideration.

**Fox James J. and McEvoy Mary A. 1993. Assessing and Enhancing Generalization And Social Validity of Social Skills Interventions with Children and Adolescents, Version of Record.**

The research states that generalization and social validity are necessary aspects of any applied analytic endeavor. In fact, they are critical to social skills training, research and practice. Investigators have clearly demonstrated the effectiveness of various learning theory based interventions in teaching Social Skills to and increasing peer interactions of children with and without disabilities. This article reviews progress in the barriers to assessing and enhancing generality of social behavior change and its relationship to social validity.

It was observed that interest in Social Skill Training (SST) rarely ends with demonstration of initial change in how one child reacts with another. Once a social skill has been taught, one must check if the student continues to perform the target skill and acquire other social skills without being taught directly.

Psychologist and Educators have considered the social development of children and youth, particularly those who experience problems in socialization. The research done shows that there is ample demonstration that social skills can be taught and interaction increased through various learning theory based procedures and these effects have been replicated across equally diverse groups of children and youth. There has also emerged a disseminable technology in the form of SST package that can be applied by teachers, classmates, direct care staff, parents and siblings.

SST researchers have recognized the importance of ‘generalization’ and the need to develop procedures for enhancing it. The research states that if our goal is to teach effective social skills and to promote reciprocal interaction; then the best gauge of social validity is the actual social responsiveness of one child or youth to another.

To attain progress in this area it is necessary to
(a) Distinguish between generalization and generality in developing and evaluating social skills intervention.
(b) Recognize social validity to include objective measurement of social skill and
c(c) Pursue a systematic analysis of generality and maintenance programming tactics.


The paper deals with the progress and issues of coping with stress during childhood and adolescence. Questionnaires, interviews and observations have been used and coping has been evaluated and conceptualized. It is found that coping with stress is multidimensional. Also the coping process is associated with psychological symptoms and adjustments. The researchers found that problem-focused coping was associated with better adjustment, where as emotion-focused coping were found to related to poor adjustment.


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

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

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

**Dr. Spencer Kagan, Kagan online Magazine. 2003, Addressing the Life skills crisis,**

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

**Srikala Bharat and Kishore Kumar K.V. 2010, Powering adolescents with life Skills education in school mental health program: Does it work? Indian Journal of Psychiatry.**

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