

# Pilot Study on Assess the Effectiveness of Life Skill Training Program on Social Adjustment among Adolescents

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## Abstract

**Background:** The adolescent stage represents the pinnacle of intellectual, physical, social, emotional, and all other developmental capacities. Adolescents require specific skills to adapt to society and deal with the rapid development. Life skills may fill the gap and support the holistic development of adolescents. The present study is designed to find the effectiveness of life skill training on social adjustment among adolescents.

**Methods:** Quantitative experimental research study was adopted for the study. Fifteen–18-year-old adolescents studying 11<sup>th</sup> and 12<sup>th</sup> standard were selected randomly from the higher secondary schools. Dr. Ashutosh Kumar’s, social adjustment scale was used for the measurement. Five–60-min sessions of life skill training were given to experimental group on weekly basis.

**Results:** The findings reveal that in experimental group, the pre-test and post-test mean score of social adjustment was  $62.85 \pm 5.23$  and  $65.88 \pm 5.38$ , respectively. The calculated “t” value was 4.89 which was greater than the table value. In post-test experimental and control group, the mean score was  $65.88 \pm 5.38$  and  $59.88 \pm 7.93$ , respectively. The calculated “t” value was 3.70 which was greater than the table value. Thus, it becomes evident that the life skill training program was effective in improving social adjustment.

**Conclusion:** The study concluded that the training program was worth in implanting to adolescents group and recommends to do further research on the training to measure more variables including emotional aspects.

**Keywords:** Adolescents, life skill training, social adjustment, social health

## INTRODUCTION

The adolescent stage represents the pinnacle of intellectual, physical, social, emotional, and all other developmental capacities. Unfortunately, for a number of reasons, most

teenagers are not able to realize their full potential. They struggle with a range of issues that primarily affect them and other people negatively, such as emotional and social adjustment, and antisocial behavior.<sup>[1]</sup>

Although teenagers are thought to be the country’s most valuable resource, many of them lack the motivation and direction needed to reach their full potential. This new problem requires a quick and efficient response from an education and training system that is socially conscious.

People have to adjust to a multitude of new social, academic, and interpersonal expectations when they go to university. Numerous studies have revealed social adjustment to be a sign of mental health, especially those involving teenagers.<sup>[2]</sup> Social behavior learning leads to social growth that satisfies both

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individual and society needs. Having appropriate social skills leads to being accepted by the group. This process facilitates social adjustment and is essential for social development.<sup>[3]</sup>

Under the current circumstances, training is important, but the kind that makes people's lives better is even more important. Helping teenagers develop these skills is therefore very important, as they are essential to becoming responsible citizens who can overcome challenges in the future.<sup>[4]</sup>

In psychology, "adjustment" describes the behavioral mechanism that allows humans and other animals to balance their many requirements. The adjustment process describes and explains how an individual adjusts to themselves and their surroundings, without drawing any conclusions about the success or failure of the adjustment.<sup>[5]</sup> It promotes achieving goals, self-assurance in one's skills, and controlling fundamental impulsive impulses to acceptable levels. Thus, self-initiated intellectual, emotional, social, and physical growth and development are encouraged by adjustment.<sup>[6]</sup> Each student needs to get used to the classroom environment and follow the rules of the organization in addition to the lessons their teacher has taught. Adjustment to peer groups must be necessary. A man must adjust to survive in the world. Everyone ought to follow the customs and traditions of our community. As the students approach puberty, they are coping with emotional challenges.<sup>[7]</sup> As a result, research on students' emotional problems and strategies for assisting them in assimilating into society and the classroom is crucial (Talluri, 2023).<sup>[8]</sup>

The shift from being a dependent child to an independent adult is known as the adolescent period, and it is one of the most dynamic, expansive, and crucial phases of human development.<sup>[9]</sup> Unimaginable advances in technology diverted their potential into pointless endeavors. Since this is a crucial time in life, it is the perfect time to make the right decisions. In this sense, life skills are those psychological competencies that enable individuals to effectively navigate life's challenges.<sup>[10]</sup>

The cognitive growth of adolescents results in an increase in analytical brain processes. They can now think abstractly, build their own independent cognitive processes, and speak more fluently. These are unquestionably the creative, idealistic, exuberant, and courageous years. Thus, adolescence is a critical time in a person's life when their potential is expanding and their sensitivity is increasing.<sup>[11]</sup> Among the main issues and worries that teens face include the formation of a self-image, managing emotions, forming relationships, improving social skills, and accepting or rejecting peer pressure. At this point in their development, adolescents are more susceptible to high-risk circumstances and are more likely to perish in them.<sup>[12]</sup> How well an adolescent handles these issues depends on a variety of factors, including their personality, the psychological support they receive from their environment (parents, teachers, and peers), and their life skills.<sup>[13]</sup>

To train the next-generation of leaders for a better India, we need to focus on addressing the problems that modern

Indian youth are confronting in addition to developing their skills.<sup>[14]</sup> One of the simplest methods to assist young people's psychosocial competency is to teach life skills in a supportive learning environment (Parmar and Jain, 2019).<sup>[15]</sup>

A constructive behavior that encompasses a range of actions, attitudes, knowledge, and values is referred to as a life skill. It also indicates the existence of specific skills and the capacity to carry out constructive activities or objectives. Therefore, receiving the right life skill education is beneficial in overcoming the aforementioned obstacles and achieving the desired behavior (Prajapati et al., 2017).<sup>[1]</sup>

Given the significance of life skills in the formation of an adolescent's personality, the current study aims to examine the impact of life skills training on adolescents' social adjustment.

## METHODOLOGY

The study used an experimental research design using a quantitative methodology. Two Government Higher Secondary Schools were chosen at random to serve as the experimental and control groups. The principals of the chosen schools and the district chief educational officer both provided formal approval. A total of 70 adolescents, 35 in the experimental and control groups, who were between the ages of 15 and 18 and studying in the 11<sup>th</sup> and 12<sup>th</sup> grades, were chosen for the study using a systematic random sampling technique. The study got approved by the institution ethical committee. Informed consent and assent were obtained from the parents and samples, respectively. In Dr. Ashutosh Kumar's, social adjustment scale<sup>[16]</sup> was used to measure the level of social adjustment among adolescents which has the reliability score 0.883. The scale contains totally 16 items, in which 14 positive and two negative items. High score indicates better the adjustment. Life skill training program was given by weekly two 60-min sessions and totally ten sessions to only experimental group. The skill focused on self-awareness, empathy, problem-solving, decision making, critical thinking, creative thinking, effective communication, interpersonal relationship, and managing stress and emotions.

## RESULTS AND DISCUSSION

The sociodemographic profile of the adolescents is given in Table 1.

### Findings on social adjustment

The findings on social adjustment are shown in Table 2.

Table 2 reveals that in experimental group, maximum 18 (51.4%) adolescents were having high level and 17 (48.6%) were having above average level of social adjustment in pre-test, and in post-test, maximum 21 (60%) adolescents were having high level and 14 (40%) were having above average level of social adjustment.

In control group, maximum 20 (57.1%) adolescents were having above average level, 13 (37.1%) were having high

**Table 1: Sociodemographic profile of the adolescents (N=70)**

Demographic variables	Experimental group (n=35)		Control group (n=35)	
	f	%	f	%
Age in years				
15	0	0	0	0
16	9	25.7	13	37.1
17	20	57.1	21	60
18	6	17.1	1	2.9
Gender				
Male	6	17.1	18	51.4
Female	29	82.9	17	48.6
Class of study				
11 <sup>th</sup> std	15	42.9	27	77.1
12 <sup>th</sup> std	20	57.1	8	22.9
Group of study				
Maths, biology	10	28.6	4	11.4
Maths, computer science	4	11.4	0	0
Pure science	7	20	0	0
Commerce	7	20	6	17.1
Others	7	20	25	71.4
Religion				
Hindu	35	100	34	97.1
Muslim	0	0	1	2.9
Christian	0	0	0	0
Others	0	0	0	0
Place of living				
Rural	35	100	35	100
Urban	0	0	0	0
Educational level of father				
No formal education	25	71.3	21	60
School education	8	22.9	13	37.1
Diploma	0	0	1	2.9
Graduation	1	2.9	0	0
Postgraduation	1	2.9	0	0
Educational level of mother				
No formal education	24	68.6	19	54.3
School education	10	28.6	16	45.7
Diploma	0	0	0	0
Graduation	0	0	0	0
Postgraduation	1	2.8	0	0
Occupation of Father/Guardian				
Not working	3	8.6	0	0
Daily Wages	2	5.7	3	8.6
Private employee	26	74.3	26	74.3
Government employee	1	2.9	0	0
Farmer	3	8.6	6	17.1
Business	0	0	0	0
Occupation of Mother/Guardian				
Home maker	7	20	4	11.4
Daily wages	0	0	0	0
Private employee	22	62.9	21	60
Government employee	2	5.7	3	8.6
Farmer	4	11.4	7	20
Business	0	0	0	0
Famiy monthly income				
<10000	15	42.9	22	62.9
10000–20000	17	48.6	11	31.4
20001–30000	2	5.7	1	2.9
>30000	1	2.8	1	2.9
Type of family				
Nuclear	28	80	21	60
Joint/extended	5	14.3	11	31.4
Living with single parent	2	5.7	3	8.6
Living with guardian	0	0	0	0

level, and 2 (5.7%) adolescents had average level of social adjustment in pre-test, and in post-test maximum 21 (60%)

**Table 2: Level of social adjustment before and after intervention**

Categories	Experimental group				Control group			
	Pre-test		Post-test		Pre-test		Post-test	
	f	%	f	%	f	%	f	%
Extremely low	0	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0	0
Below average	0	0	0	0	0	0	0	0
Average	0	0	0	0	2	5.7	3	8.6
Above average	17	48.6	14	40	20	57.1	21	60
High	18	51.4	21	60	13	37.1	11	31.4
Extremely High	0	0	0	0	0	0	0	0
Total	35	100	35	100	35	100	35	100

adolescents were having above average level, 11 (31.4%) were having high level and 3 (8.6%) adolescents had average level of social adjustment.

### Findings on effectiveness of life skill training

The comparison of experimental and control group is given in Tables 3 and 4.

Regarding the comparison of post-test in experimental and control group, in experimental group the post-test the mean, SD was  $65.88 \pm 5.38$ . In control group, the post-test the mean, SD was  $59.88 \pm 7.93$ . The obtained *t* value is 3.70 which are greater than the table value which indicates the life skill training program was effective in improving social adjustment among adolescents.

The educational level of mother ( $\chi^2 = 13.64$ ) has got association with the level of social adjustment than the other variables as shown in Table 5.

## DISCUSSION

The current study evaluated the effectiveness of life skill training on social adjustment. The study's findings reveal that majority of students have above-average and high levels of social adjustment, and the training was successful in enhancing these abilities. The finding is supported with Patial and Patial (2023)<sup>[6]</sup> study. The purpose of the study was to find how secondary school students adjusted socially. A stratified random selection strategy was used to pick 240 secondary school students from the districts of Jalandhar and Kapurthala in the state of Punjab. R. C. Deva's Social Adjustment Inventory (1990) was used to gather the data. The findings show that 70 (29.167%) students had an average or moderate degree of social adjustment, 41 (17.083%) had an above average level, 24 (10%) had a high level, and 12 (5%) had an extremely high level.

The study also reflects the findings of Chitra (2022)<sup>[17]</sup> study. The purpose of the study was to ascertain how well adolescent's population in Thiruvananthapuram was adjusting to society. The study comprised 120 teenagers, 60 of whom were male and 60 of whom were female, as well as 60 from both urban and rural locations. Sinha and Singh's (1995) Adjustment Inventory for Students was utilized to gauge the students'

**Table 3: Comparison of pre- and post-test mean, SD, and t test of social adjustment among adolescents in experimental and control group**

Assessment	Pre-test		Post-test		Mean difference	t value	Df	Table value	P
	Mean	SD	Mean	SD					
Experimental group	62.85	5.23	65.88	5.38	3.03	4.89**	34	3.385	<0.001**
Control group	60.37	6.74	59.88	7.93	0.49	1.022			0.314

\*\*Highly significant

**Table 4: Comparison of pre- and post-test Mean, SD, and t test of social adjustment among adolescents in experimental and control group**

Assessment	Post-test		t value	Df	Table value	P
	Mean	SD				
Experimental group	65.88	5.38	3.70	68	3.460	<0.001**
Control group	59.88	7.93				

\*\*Highly significant

**Table 5: Association between the pre-test level of social adjustment of adolescents in experimental and control group with selected demographic variables**

Demographic variables	Experimental			Control		
	$\chi^2$ -value	df	Table value	$\chi^2$ -value	df	Table value
Age in years	0.086	2	5.991	3.53	4	9.488
Gender	0.949	1	3.841	2.05	2	5.991
Class of study	0.238	1	3.841	0.928	2	5.991
Group of study	1.80	4	9.488	4.15	4	9.488
Religion	0	1	3.841	1.74	2	5.991
Place of Living	0	1	3.841	0	2	5.991
Educational level of father	4.01	3	7.815	6.29	4	9.488
Educational level of mother	13.64	2	5.991**	0.438	2	5.991
Occupation of father	4.25	4	9.488	1.11	4	9.488
Occupation of mother	3.89	3	7.815	3.11	6	12.592
Family Monthly income	3.09	3	7.815	3.51	6	12.592
Type of family	2.32	2	5.991	1.21	4	9.488

\*\*Highly significant at 0.01 level

social adjustment. The results of the survey show that, at most, 83.33% of respondents had an excellent degree of adjustment, while 56.33% had an ordinary level.

A descriptive study was carried out by Sulochana, (2022)<sup>[18]</sup> to evaluate the degree of social adjustment among adolescents. One hundred adolescents comprised of 50 boys and fifty girls, were chosen using a basic random selection method. Ashutosh Kumar's Social Adjustment Scale was used to get the data. The findings showed that, at most, 78% of teenage pupils had high levels of social adjustment, 21% had average levels, and 1% had low levels.

The benefits of life skills training on the social development, emotional stability, and social compatibility of female students in the first grade of a Neka City high school were studied by Roodbari *et al.* (2013).<sup>[19]</sup> Experimental and control groups, each with 15 people, were chosen by randomly. The experimental group received life skills training once a week for around ten 2-h sessions. The results demonstrated that social development, emotional and social adjustment (emotional compatibility,  $F = 11.948$ ,  $P < 0.001$ ), social adjustment ( $F = 5.714$ ,  $P < 0.05$ ), and social development ( $F = 18.403$ ,  $P < 0.01$ ) are all positively impacted by life skills training.

According to the study's findings, skill training enhanced social development, emotional regulation, and social adjustment. Moreover, this type of training may promote public health and the compatibility of children and adolescents.

The study by Maghsoudi *et al.* (2010)<sup>[20]</sup> aimed to determine how high school girls' social adjustment rate was affected by their acquisition of life skills. For the study, 69 female 1<sup>st</sup>-year high school students from the Isfahan Department of Education district (ages 14–16) were chosen. The study's conclusions showed that there was a statistically significant difference between experimental group's mean social adjustment score before ( $66.02 \pm 1.51$ ) and after ( $73.36 \pm 1.51$ ) the intervention when comparing the control group (before  $66.08 \pm 1.89$ , after  $65.86 \pm 2.04$ ).

## CONCLUSION

The viability, acceptability, and efficacy of a life skill training program on adolescent social adjustment were examined in this pilot study. Since many of the adolescent groups were unaware of the life skill training program, it was determined that it was appropriate and practicable to execute it among them. Through questionnaires, improvements in social adjustment were noted

and reported. The current pilot study's results indicate that it would be worthwhile to put in place a life skill training program and carry out more research with a larger sample size and a wider range of topics covered. The results of the study also recommend including life skills instruction in the curriculum.

## CONFLICTS OF INTEREST

Nil.

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Self.

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