



A STUDY TO ASSESS THE EFFECTIVENESS OF SOCIAL SKILLS TRAINING ON SELF-ESTEEM AMONG THE ADOLESCENTS IN SELECTED SCHOOLS OF GUWAHATI, ASSAM

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Abstract: **Introduction:** The transitional stage between childhood and adulthood i.e., adolescence is marked by hormonal changes and pubertal growth. One essential element of adolescent's mental health is self-esteem. With a history spanning more than 40 years, social skills training is among the most established and extensively studied methods of mental rehabilitation. **Objective:** To determine the effectiveness of social skills training on self-esteem among the adolescents. **Methodology:** In this study, a Quantitative Research Approach and Pre Experimental (One-Group Pretest Post-Test) Research Design was adopted. 60 adolescents were selected by Non-Probability (Convenience sampling) technique. The study was conducted in St. Joseph's High School and Ascent Academy Senior Secondary School of Guwahati, Assam. Rosenberg Self-Esteem Scale (RSES) was used for data collection. Social Skills Training was conducted for 4 consecutive sessions over 30 minutes. Post-test was conducted on 8th day after social skills training. **Result:** The study findings revealed that before social skills training, 37 (61.7%) participants had normal self-esteem and 23 (38.3%) participants had low self-esteem. While after the training, 39 (65%) participants had high self-esteem and 21 (35%) participants had normal self-esteem. The mean post-test self-esteem score (25.86 ± 1.41) was higher than mean pre-test self-esteem score (17.02 ± 3.98), with mean difference of 8.85. The effectiveness of social skills training was tested using paired t test with obtained p value < 0.001 ($p < 0.05$ level of significance) at t value of 22.10. This showed that there was a significant difference between pretest and post-test level of self-esteem. There was a significant association between the pretest level of self-esteem among the adolescents at $p < 0.004$ ($p < 0.05$) with academic performance of the adolescents. **Conclusion:** The study concluded that Social Skills Training is an effective intervention in improving self-esteem among the adolescents.

Keywords- Assess, Effectiveness, Social Skills Training, Self-Esteem, Adolescents.

INTRODUCTION

The transitional stage between childhood and adulthood i.e., stage of adolescence is marked by hormonal changes and pubertal growth.¹ The **World Health Organisation (WHO, 2023)** states that adolescents span in the age from 10 to 19.² The number of adolescents in the globe has increased to 1.3 billion, accounting for 16% of the global population (**UNICEF Adolescent Data Portal, 2024**).³

During the transitional stage of adolescence, Peer relationships strengthen, decision-making autonomy increases, and people seek intellectual interests and a sense of social belonging. At this age, people are exploring and making decisions as they gradually move towards developing a cohesive sense of who they are. Another name for adolescents is "growing minds." Adolescents' brain growth peaks at age 11 for girls and 13 for guys. In order to develop their social skills and grow academically and emotionally, kids look for new hobbies, skills, and social identities.¹

One essential element of adolescent's mental health is self-esteem. The level of respect or regard that people have for themselves is known as self-esteem, and it is a gauge of the value that they attach to their skills and opinions.⁴

According to Warren (1991), self-esteem is divided into two parts. 1) The capacity to assert that "I am significant," "I matter," and 2) "I am capable," "I have something to contribute to the world and others." Personal identity and body image are closely related to self-esteem. Perceptions of how one is affected by social expectations have an impact on it. It starts in early childhood and changes over the course of life.⁴

Adolescents' self-esteem is influenced by a number of elements, including friendships, family relationships, academic achievement, body image, etc. Positive feedback from family members and peers has a major role in mediating teenage self-esteem.⁵

Parental actions, particularly the tendency of parents to compare themselves to others, have a negative effect on the self-esteem of adolescents.⁶ Low self-esteem leads to symptoms of depression, with anxiety acting as an intermediary. Adolescent girls with low self-esteem might feel depressed because of low hope and heightened anxiety, whereas boys are mainly impacted by anxiety.⁷ Low self-esteem is also associated with negative body image due to growing social media influence.⁸ High self-esteem serves as a shield against risky behaviors, suggesting that low self-esteem makes adolescents more susceptible to these actions.⁹

With a history spanning more than 40 years, social skills training is among the most established and extensively studied methods of mental rehabilitation.¹⁰ Enhancing social skills is crucial for both career and personal growth. Practices for skill training are used to improve certain abilities. To improve people's communication, decision-making, problem-solving, self-management, self-control, and competitive skills, these training programs employ a behavioural approach (IES, 2013). Through skill modelling, role-playing, feedback, direction, and practice assignments, these trainings are conducted in a group setting. Communication, group participation, and teamwork are all a part of these sessions (Rudolph, 2005).¹¹

A study conducted by **Tagat A, Balaji A, Kapoor H (2025)** on impact of the Childhood to Livelihood (C2L) program of the Magic Bus India Foundation (MBIF) found that teenagers in five Indian states had improved gender attitudes by 0.6% points and a 4%-point rise in perceived self-efficacy. The program's focus on life skills, including SST, and socioemotional learning was credited with these results.¹²

Assessing 10 to 15-year-olds across 16 educational systems, the **OECD's 2023 Survey on Social and Emotional Skills** noted that teenagers who possessed more social-emotional skills expressed higher levels of life satisfaction and self-esteem. In order to support holistic development, the poll underlined how crucial it is to incorporate Social Skills Training into educational institutions.¹³

Today's adolescents deal with a growing number of issues such as peer pressure, parental pressure, bullying, academic stress, and ill effects of social media that might damage their self-esteem. Social skills training aims to enhance both verbal and nonverbal communication, recognize social cues, and solve social problems, enabling adolescents to manage social interactions more successfully.¹⁴

NEED OF THE STUDY

During adolescence period, adolescents are becoming more conscious of their unique identities and traits at this time. Young individuals start to think about their goals in life at this age, become self-aware, and worry about who they are. They are able to feel both hope and sadness as well as look ahead and think about potential future options.¹⁵ Peer respect and self-confidence are reported by adolescents with better social skills, and this has a direct impact on their self-esteem.¹⁶ One can make use of their interpersonal and communication abilities more effectively with the help of social skills training.

As per **UNICEF India, 2019** report, currently India has the demographic group of adolescents, aged 10 to 19, comprises approximately 253 million people, accounting for 21% of the total population., making India as the largest adolescent population in the world.¹⁷

Now-a-days adolescents in India and especially in culturally varied cities like **Guwahati, Assam** face peer pressure, academic pressure, internet diversions, and socioeconomic inequality. If left untreated, these stressors can have long-term psychological effects. They frequently show up as emotional lability, social withdrawal and low self-esteem. Even with increased awareness, there are still few school-based mental health support networks, particularly in the northeast. Evidence-based therapies such as Social Skills Training (SST), which has been demonstrated to boost adolescents' self-esteem by enhancing communication, empathy, and emotional regulation are desperately needed in light of this gap.

Research studies indicates that self-esteem increases in early adolescence (10-13 years) but declines during middle (14-17 years) and late adolescence (18-19 years) before rising in young adulthood (20-24 years).¹⁸

A 2023 study conducted in Guwahati, Assam, assessed how a Social-Emotional Learning (SEL) intervention affected teenagers enrolled in school. The outcomes demonstrated a noteworthy decrease in aggression and an increase in empathy following the intervention, underscoring the value of structured emotional learning in enhancing teenage conduct and self-esteem.¹⁹

A study conducted by **Das A, Sarmah U (2023)** on gender and its influence on high school students' self-esteem in Dibrugarh, Assam found that among male students, 57.7% had normal self-esteem, 17.3% of individuals exhibited low self-esteem, while 18% demonstrated high self-esteem. In contrast, among female students, Self-esteem was normal in 63.6% of participants, low in 24.5%, and high in 11.8%.²⁰

Some school going adolescents suffer academically because they don't have the right social skills, according to a number of educational leaders, instructors, school counsellors, social workers, and school psychologists. It is discovered that the students are self-centered during their adolescent years. As a result, they had trouble interacting with others. Adolescents learn to explore in the educational setting. Since social skills are one of the most significant facets of our personalities, they must be studied.²¹

In this study, the researcher has mainly focused on Understanding of Social Skills and Self-esteem, Self-awareness, Communication skills and overcoming negative self-talk as part of the Social Skills Training in order to improve the self-esteem of the school going adolescents.

Given the rise in emotional difficulties among school going adolescents and lack of studies related to social skills training in Assam, organised school-based interventions are desperately needed. Social Skills Training is a crucial intervention for promoting teenage mental health since it is an evidence-based and culturally flexible way to improve interpersonal skills, emotional resilience, and to address issues related to low self-esteem. Many adolescents are having problems related to self-esteem due to lack of effective social skills. This research study is essential to investigate the development of self-esteem through social skills as well as for its contribution to mental health of the young generation. Therefore, the need has been felt by the researcher on the topic "A Study to Assess the Effectiveness of Social Skills Training on Self-Esteem Among the Adolescents in the Selected Schools of Guwahati, Assam" and selected the problem statement for further research study.

OBJECTIVES

GENERAL OBJECTIVE

To determine the effectiveness of social skills training on self-esteem among the adolescents.

SPECIFIC OBJECTIVES

1. To assess the level of self-esteem among the adolescents.
2. To assess the effectiveness of social skills training on self-esteem among the adolescents.
3. To determine the association between the pre-test level of self-esteem with the demographic variables.

HYPOTHESES

H₁: The mean post-test level of self-esteem of the adolescents is significantly higher than their mean pre-test scores among the adolescents.

H₂: There is a significant association between pre-test level of self-esteem with the demographic variables among the adolescents.

RESEARCH METHODOLOGY

The present study was conducted to assess the effectiveness of social skills training on self-esteem among the adolescents in selected schools of Guwahati, Assam.

Research approach: Quantitative research approach.

Research design: Pre-experimental (one group pre-test post-test) research design.

Population: Adolescents.

Target Population: Adolescents studying in class VIII-XII in selected schools of Guwahati, Assam.

Accessible Population: Adolescents who are available at the time of data collection in selected schools of Guwahati, Assam.

Sample: 60 adolescents of class IX and XII in selected St. Joseph’s High School and Ascent Academy Senior Secondary School of Guwahati, Assam.

Sampling technique: Non-probability (Convenience sampling) technique.

Theoretical framework: The conceptual framework for the study is based on Modified Imogene M. King’s Goal Attainment theory.

Tools for data collection: Tool 1- SOCIO-DEMOGRAPHIC PROFORMA, Tool 2- ROSENBERG SELF-ESTEEM SCALE (RSES).

Data Analysis: I. Descriptive Statistics- Frequency, Percentage, Mean, Median and Standard Deviation are used.
II. Inferential statistics- Paired t-test and Pearson’s chi-square test are used.

Result: SPSS version 20 is used to analyze the collected data.

Table 1: Frequency and Percentage distribution of Pre-test and Post-test level of self-esteem among the adolescents.

n=60

LEVEL OF SELF ESTEEM	PRETEST		POST-TEST	
	f	%	f	%
Low self esteem	23	38.3	0	0
Normal self esteem	37	61.7	21	35
High self esteem	0	0	39	65

Data depicted in table 1 shows that before social skills training during pre-test, 23 (38.3%) participants had low self-esteem and 37 (61.7%) participants had normal self-esteem. While after social skills training during post-test, 21 (35%) participants had normal self-esteem and 39 (65%) participants had high self-esteem.

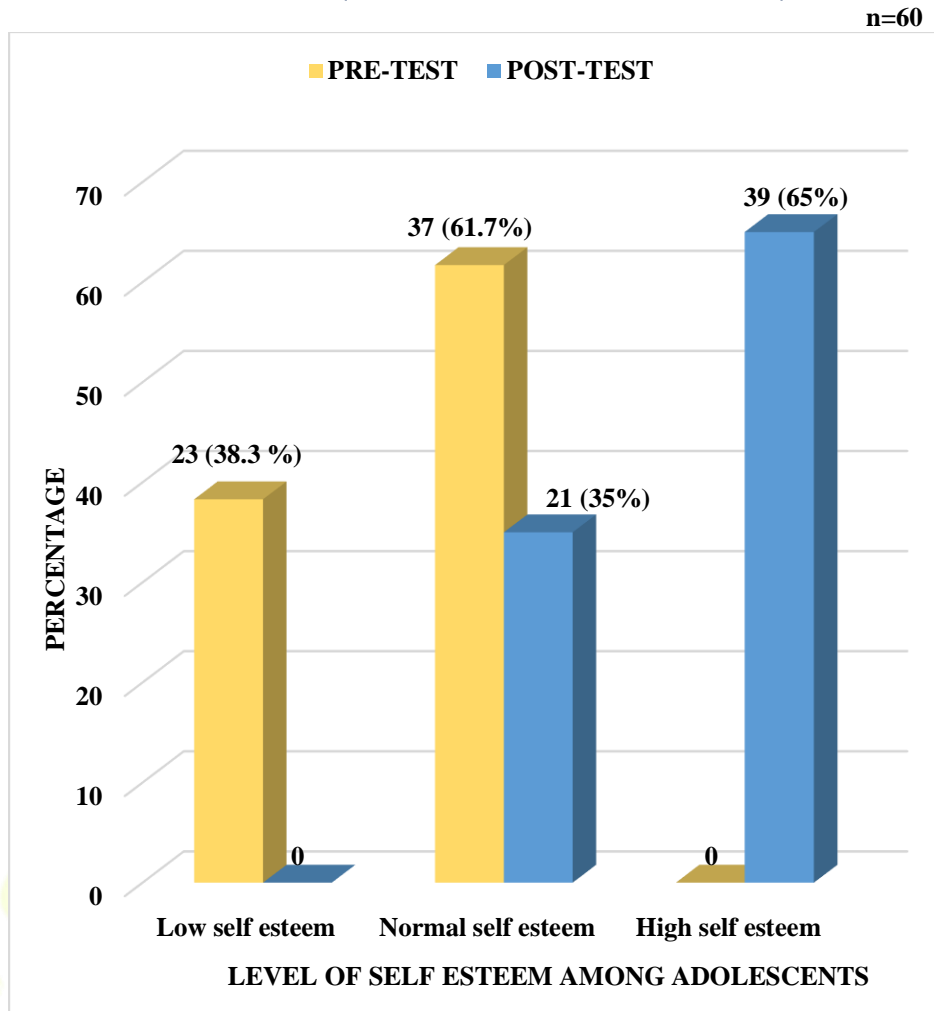


Fig 1: Frequency and Percentage distribution of Pre-test and post-test level of self-esteem among adolescents

Table 2: Descriptive statistics showing Minimum Score, Maximum Score, Range, Mean, Median, Mode and Standard Deviation of Pre-test and Post-test level of self-esteem among the adolescents.

DESCRIPTIVE STATISTICS	PRETEST	POST-TEST
Minimum score	8	22
Maximum score	24	29
Range	16	7
Mean	17.02	25.86
Median	17	26
Mode	14	26
Standard Deviation	3.98	1.419

n=60

Table 3: Effectiveness of social skills training on self-esteem among the adolescents.

Comparison of self-esteem	Mean	SD	Mean Difference	t test value	df	n=60
						p value
Pre-test	17.02	3.98	8.85	22.10	59	<0.001*
Post-test	25.86	1.41				

*p<0.05 level of significance

NS-Non significant

Table 3 depicts the effectiveness of social skills training on self-esteem among the adolescents which was tested by using paired t test. Results showed that mean post-test level of self-esteem (25.86±1.41) was higher than mean pre-test level of self-esteem (17.02±3.98), with mean difference of 8.85. The obtained t test value was 22.10 with degree of freedom (df) 59 at p value <0.001. The comparison was found statistically significant at p<0.05 level of significance.

The findings revealed that there was a significant difference in pretest and post-test scores before and after social skills training. Hence, Research Hypothesis (H₁) is accepted and Null Hypothesis (H₀₁) is rejected and findings concluded that social skills training was effective in improving the self-esteem among the adolescents.

Table 4: Association between pre-test level of self-esteem among the adolescents with the demographic variables.

Sl. No.	Demographic Variables	Pre-test self esteem		χ ² value	df	n=60
		Low	Normal			p value
1	Gender			1.265	1	0.261 ^{NS}
	a. Male	9	20			
	b. Female	14	17			
2	Age in years			1.213	2	0.574 ^{NS}
	a. 13-14	3	8			
	b. 15-16	11	13			
	c. 17-18	9	16			
3	Class			1.694	1	0.282 ^{NS}
	a. VIII	--	--			
	b. IX	11	24			
	c. X	--	--			
	d. XI	--	--			
	e. XII	12	13			
4	Religion			2.372	2	0.292 ^{NS}
	a. Hinduism	22	35			
	b. Islam	0	2			
	c. Christianity	1	0			
5	Family type			1.431	2	0.503 ^{NS}
	a. Nuclear	19	26			
	b. Joint	4	9			
	c. Extended	0	2			
6	Occupation of father			0.872	2	0.647 ^{NS}
	a. Unemployed	--	--			
	b. Self employed	9	19			
	c. Private jo	9	12			
	d. Government job	5	6			
7	Occupation of mother			5.570	3	0.097 ^{NS}
	a. Unemployed	17	24			
	b. Self employed	2	11			
	c. Private jo	3	1			
	d. Government job	1	1			

8	Educational status of father					
	a. No formal education	--	--	0.239	2	0.924 ^{NS}
	b. Primary	--	--			
	c. Secondary	2	3			
	d. Higher secondary	9	16			
	e. Graduate and above	12	18			
9	Educational status of mother					
	a. No formal education	--	--	0.157	2	0.924 ^{NS}
	b. Primary	--	--			
	c. Secondary	6	9			
	d. Higher secondary	10	18			
	e. Graduate and above	7	10			
10	Relationship with family					
	a. Very supportive	6	16	5.594	3	0.108 ^{NS}
	b. Supportive	9	17			
	c. Neutral	7	4			
	d. Unsupportive	1	0			
11	Relationship with peers					
	a. Very supportive	8	19	1.688	2	0.430 ^{NS}
	b. Supportive	10	11			
	c. Neutral	5	7			
	d. Unsupportive	--	--			
12	Academic performance					
	a. Excellent	0	8	10.63	2	0.004*
	b. Good	9	20			
	c. Average	14	9			
	d. Poor	--	--			

*p< 0.05 level of significance

NS-Non significant

Table 4 depicts the association between pre-test level of self-esteem among the adolescents with the demographic variables among patients which was tested by using chi-square test. Results revealed that academic performance of adolescents was significantly associated with pre-test level of self-esteem at p value 0.004 i.e. p<0.05 level of significance. Whereas demographic variables such as age, gender, religion, class, family type, occupation of father, occupation of mother, educational status of father, educational status of mother, relationship with family and relationship with peers were not found any significant association at p<0.05 level with pre-test level of self-esteem among the adolescents.

Hence, Research Hypothesis (H2) is accepted and Null Hypothesis (H02) is rejected. Thus, the findings concluded that there is a significant association between the pre-test level of self-esteem with academic performance of the adolescents.

DISCUSSION

The present study revealed that before social skills training during pre-test, 23 (38.3%) participants had low self-esteem (score 0-15) and 37 (61.7%) participants had normal self-esteem (score 16-25). No participants had high self-esteem (score 26-30) before the social skills training. While after social skills training during post-test, 21 (35%) participants had normal self-esteem and 39 (65%) participants had high self-esteem. These findings aligned with a study conducted by **Mahalakshmi B, Sivasubramanian N, Patel UY, Gnanadesigan E (2023)** on adolescents' self-esteem in Visnagar, Gujarat schools. The study found that 42 adolescents, or 70%, exhibited low self-esteem, while 18 adolescents, or 30%, showed average self-esteem levels. Following assertiveness training, a majority of 38 adolescents, accounting for 63.3%, demonstrated high self-esteem, whereas 22 adolescents, or 36.7%, maintained an average level.²²

The present study showed that mean post-test level of self-esteem (25.86±1.41) was higher than mean pre-test level of self-esteem (17.02±3.98), with mean difference of 8.85. The obtained t value was 22.10 with degree of freedom (df) 59 at p value <0.001, below 0.05 level of significance, indicating Social Skills Training was effective in improving self-esteem among the adolescents. These findings were supported by a study conducted by **Shitavvagol KV, Natekar SD, Shriharsha C (2023)** on effectiveness of Social Skill Training Programme on social anxiety and self-esteem among adolescents in selected high schools of Bagalkot. Social Skills Training Program aimed at reducing social anxiety significantly improved self-esteem among adolescents

[$t = 6.71$, $p < 0.05$], demonstrating the effectiveness of interventions in enhancing self-esteem, which aligns with the outcomes of the current study.²³

The present study shows that there was a significant association between the pre-test level of self-esteem among the adolescents with the academic performance which was found statistically significant at $p < 0.004$ i.e. $p < 0.05$ level of significance. The findings of the present study are supported by a study conducted by **Naeem H, Sharif S, Sharif H, Seemi T (2023)**, a cross-sectional study on self-esteem levels among adolescents attending school in the slums of Karachi, Pakistan, found significant links between self-esteem and factors such as body weight, parental education, parental strictness at home, and academic achievement ($p < 0.05$).²⁴

CONCLUSION

Adolescents represent the future of our society. Now-a-days due to peer pressure, academic pressure, parental pressure, social media and lack of social skills, adolescents face various challenges and struggle to meet expectations. Failure leads to low self-esteem and self-image. The statistical analysis revealed that there is a significant difference between the pre-test and post-test level of self-esteem among the adolescents before and after social skills training. This concluded that social skills training is an effective intervention in improving self-esteem among the adolescents. Hence, learning and practicing social skills can improve self-esteem. Schools should have well-trained teachers, school health nurses and counselors for early recognition of low self-esteem and conduct social skills training programme for improving self-esteem as well as mental health promotion of the adolescents.

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