

## Evaluating The Impact Of Adolescent-Centered Skill Development Interventions On Psychosocial Attributes And Academic Behaviours: A Systematic Review

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### ABSTRACT

Adolescence is a critical developmental period characterized by significant physical, emotional, and psychological changes. Enhancing psychosocial competencies through adolescent-centered skill development interventions has become a major focus in education and mental health settings. This systematic review investigates the enhancement of adolescent-centered skill development interventions on psychosocial attributes and academic behaviours such as self-esteem, interpersonal communication, study habits, and adjustment. Total of 30 peer-reviewed studies published between 2015 and 2024 were analysed from databases such as PubMed, Scopus, and Google Scholar using PRISMA guidelines. The evidence suggests that adolescent-centred skill development interventions significantly enhance self-esteem, improve interpersonal communication skills, foster effective study habits, and aid adolescents in adapting to various social and academic environments. This review advocates for the integration of life skills related training programmes into school curricula to address holistic adolescent development.

**Keywords:** Skill development interventions, psychosocial attributes, Academic behaviours, Adolescence.

### 1. INTRODUCTION

Adolescents face diverse challenges including peer pressure, academic stress, identity crisis, and emotional instability. These challenges can hinder their self-perception, interpersonal relationships, academic performance, and general adjustment. Adolescent-centred skill development interventions—often built on WHO's Life Skills framework—aim to equip adolescents with psychosocial skills necessary for adaptive and positive behaviour.

#### Key Concepts:

1. **Self-Esteem:** Reflects a person's overall subjective emotional evaluation of their worth.
2. **Interpersonal Communication:** Essential for expressing thoughts and emotions and building relationships.
3. **Study Habits:** Routine behaviours related to academic performance and learning efficiency.
4. **Adjustment:** The process of responding effectively to environmental demands and challenges.

Despite growing implementation of adolescent-centered skill development interventions globally, there is a need to evaluate their efficacy in addressing these developmental domains among adolescents.

### 2. METHODOLOGY

#### Search Strategy

Databases Searched: PubMed, ERIC, PsycINFO, Scopus, Google Scholar

Time Frame: 2015–2024

**Keywords Used:** "Skill development interventions", "Adolescents", "Self-esteem", "Communication Skills", "Study Habits", "Adjustment", "Psychosocial Interventions"

**Inclusion Criteria:**

1. Peer-reviewed articles
2. Adolescents aged 10–19
3. Interventions focused on skill developmental interventions
4. Quantitative and mixed-method studies

**Exclusion Criteria:**

1. Non-English publications
2. Grey literature
3. Studies not evaluating at least one outcome of interest

**Selection Process**

PRISMA guidelines were followed

From 876 identified studies, 30 were included after screening titles, abstracts, full texts, and applying eligibility criteria.

PRISMA 2020 Flow Diagram for the Selection Process of studies included in systematic review on adolescent-centred skill development interventions and their effectiveness on adolescents. This textual version is formatted in alignment with

**PRISMA standards:****PRISMA 2020 Flow Diagram: Study Selection**

Stage	Number of Articles	Details
Records identified from databases	876	PubMed, Scopus, ERIC, Psyc.INFO, Google Scholar
Records after duplicates removed	713	Duplicate entries removed using citation manager
Records screened (titles/abstracts)	713	Initial screening based on relevance to research question
Records excluded	589	Irrelevant titles/abstracts, not adolescent-focused or not skill developmental interventions based.
Full-text articles assessed	124	Retrieved and reviewed for inclusion criteria
Full-text articles excluded	94	Reasons: Not meeting outcome criteria, no intervention, not adolescent age
Studies included in synthesis	30	Met inclusion criteria and were analysed

Reasons for Exclusion at Full-Text Stage (n = 94):

- Not evaluating target outcomes [self-esteem, communication, study habits, adjustment]: 35
- Participants outside adolescent age group: 22
- Incomplete data or methodological flaws: 18
- 5. Non- skill developmental interventions based interventions: 12
- Conference abstracts or protocols: 7

**3. DATA EXTRACTION & SYNTHESIS**

Extracted: author/year, country, sample size, age, study design, outcomes, tools, duration

Narrative synthesis was used due to heterogeneity in design and outcome measures.

**Study Characteristics:**

**Geographical Distribution:** Studies were conducted in various countries, including India (12), USA (5), UK (2), South

Korea (2), Australia (2), and others (7).

**Designs:** Randomized Controlled Trials (RCTs) (10), quasi-experimental designs (12), mixed-method studies (5), pre-post intervention studies (3).

**Participants:** Adolescents aged 10–19 years, with sample sizes ranging from 40 to 800.

**Duration of Interventions:** Ranged from 4 weeks to 6 months.

**Delivery Mode:** School-based (70%), community-based (20%), digital/online modules (10%).

## Outcomes

### 1. Self-Esteem

24 of the 30 studies evaluated self-esteem that 21 studies reported significant improvement in self-esteem post-intervention ( $p < 0.05$ ). Sharma et al. (2018) reported a 23% increase in self-esteem scores after 6-week training sessions in school settings. Jones & Kim (2020) observed sustained improvement even at 3-month follow-up.

**2. Interpersonal Communication.** Assessed in 19 studies. Among 17 studies showed marked improvement in verbal and non-verbal communication skills ( $p < 0.01$ ). Improvements were especially noted in conflict resolution, assertiveness, and empathy. Lee & Park (2020) reported increased assertiveness and decreased social anxiety scores post-intervention.

**3. Study Habits.** There were measured in 14 studies. Out of 14 study 12 studies showed a significant improvement in study behaviour, time management, and concentration levels. Fernandez et al. (2019) found a 28% improvement in daily study time and reduction in procrastination.

**4. Adjustment** Evaluated in 18 studies. Out of 18 study 15 studies revealed a reduction in maladjustment indicators and better peer and teacher relationship ratings. Domains of adjustment assessed: emotional, social, academic. Patel & Singh (2022) noted significant improvements in emotional and school adjustment scores after intervention. Where reported, Cohen's  $d$  ranged from 0.5 to 1.2 for primary outcomes, indicating moderate to large effects across self-esteem, communication, and adjustment domains.

## 4. DISCUSSION

**Self-Esteem:** Structure training programme interventions using cognitive-behavioural techniques, positive reinforcement, and self-reflection were found effective in enhancing self-esteem. For instance: Sharma et al. (2018) conducted a 6-week after the intervention among Indian adolescents, reporting a 23% improvement in Rosenberg Self-Esteem Scale scores. Peer-group interactions and feedback mechanisms were key components that contributed to self-worth and confidence.

**Interpersonal Communication:** Most adolescent-centred skill development interventions included communication modules such as active listening, empathy building, and assertiveness training. Findings showed: Improved verbal and non-verbal expression, Enhanced conflict resolution skills, Greater peer connectedness.

**Study Habits:** Several studies embedded academic skill-building such as time management, concentration techniques, and goal setting: A randomized controlled trial by Fernandez et al. (2019) demonstrated that students who received training programme showed better study routines and increased academic motivation. Improvements were maintained at 3-month follow-ups, highlighting long-term benefits.

**Adjustment:** Adolescents in transitional periods (e.g., entering high school) benefited from the intervention by learning coping strategies: training programme helped in managing stress, adapting to new social environments, and dealing with academic challenges. For instance, Patel & Singh (2022) found reduced scores in adjustment difficulties among rural adolescents post-intervention.

## 5. CONCLUSION

Adolescent-centred skill development interventions are effective in enhancing self-esteem, interpersonal communication, study habits, and adjustment in adolescents. Evidence from global studies supports the integration of such training programmes into school and community settings. These programmes not only empower adolescents but also promote academic success and psychological well-being.

## 6. RECOMMENDATIONS

**Policy-Level Integration:** Such training programme should be mandated within secondary school curricula. **Training for Educators:** Teachers and counsellors should be trained in delivering life skills-based modules. **Regular Evaluation:** Longitudinal studies and impact assessments should be conducted to ensure programme sustainability.

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