

IMPACT OF LIFE SKILL TRAINING ON MENTAL HEALTH AND WELL-BEING, THROUGH IMPROVED COMMUNICATION SYSTEM IN THE FAMILY OF ADOLESCENTS: AN INTERVENTION STUDY

Jessy M J¹ & Riju Sharma²

¹Research Scholar, Department of Social Work, Don Bosco University, Guwahati, Assam, India

²Research Scholar & Director of the School of Social Sciences, Don Bosco University, Guwahati, Assam, India

ABSTRACT

The aim of the study is to assess the impact of life skills training on mental health and well-being of adolescents through improved communication system in the family. A classical experimental research design with control group and random sampling method were used. The study population comprises of 720 adolescents (both girls and boys in the age group of 16 to 19 years) from six higher secondary schools in Ernakulam Educational district of Kerala. The respondents were selected on the basis of inclusion and exclusion criteria. Informed written consent was obtained from the participants prior to the study. The respondents were sequentially assigned into intervention group and control group with 360 each for determining the effect of the intervention comparatively. The tools used for data collection in three timelines (pre-intervention, post-intervention and follow-up intervention) are: a detailed interview schedule (socio-demographic data sheet and questionnaire, a semi structured interview schedule to assess general health problems and family function assessment sheet). The standard tools administered to evaluate the mental health status - GHQ-28 (Golberg, 1997) and mental well-being - WWEMWS-14 (Warwic Edinburg Mental Wellbeing Scale, 2007). The researcher conducted life skills training to the intervention group after pre-intervention and again, the same assessment tools were administered for post-intervention (one – three months) and follow-up intervention (six- nine months) to evaluate the impact of intervention on mental health and well-being. The data was analyzed and correlations were obtained using the current version of Statistical Package for Social Sciences (SPSS). Repeated Measures Analysis of Variance (RMANOVA) was performed to test if there is any significant effect due to intervention in the scores. Independent sample t-test was performed to compare the equality of baseline scores of various components. Data was analyzed by descriptive and inferential statistics in three time lines under different sections. The result shows that there was highly significant intervention effect between the scores of mental health and well-being. The p value is less than 0.05 (normal value), the null hypothesis rejected and alternate hypothesis accepted i.e., intervention is effective. Regarding the influence of communication system in the family, the scores proved that the respondents with very good communication system in the family had better mental health and well-being compared to others.

KEY WORDS: Mental Health and Well-Being, Life Skill Training, Communication System, Adolescents

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