

# Skill Based Training (SBT) programme on self-esteem among the adolescents in selected Higher Secondary Colleges at Karnataka.

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## ABSTRACT

**Background:** Adolescence is a crucial developmental phase where self-esteem significantly influences psychological wellbeing, academic performance, and social adjustment. Skill-Based Training (SBT) programmes are widely recommended to improve psychosocial competencies.

**Objective:** To assess the effectiveness of an SBT programme on self-esteem among adolescents in selected higher secondary colleges.

**Methods:** A quasi-experimental pre-test–post-test control group design was adopted among 186 adolescents (93 experimental, 93 control). A structured SBT programme was administered to the experimental group. Data were collected using a standardized self-esteem scale at three intervals. Statistical analysis included descriptive and inferential methods (ANOVA and unpaired t-test).

**Results:** The experimental group showed a significant increase in mean self-esteem scores from 164.57±6.50 to 199.43±8.05 ( $F=586.39, p<0.05$ ), whereas the control group showed no significant change ( $F=1.70, p=0.18$ ). A significant difference was observed between groups at post-test 2 ( $t=26.13, p<0.05$ ). **Conclusion:** The SBT programme was highly effective in improving self-esteem among adolescents. Integration of such programmes into school curricula is recommended..

**Keywords:** Skill-based training, adolescents, self-esteem, quasi-experimental, mental health..

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## INTRODUCTION

Adolescence is a transitional phase bridging childhood and adulthood, marked by rapid physical growth, emotional fluctuations, and cognitive development. During this period, individuals develop self-identity, social roles, and personal values. One of the most critical psychological constructs during adolescence is self-esteem, defined as an individual's evaluation of their own worth and capabilities.<sup>1</sup> Low self-esteem among adolescents has been widely associated with negative outcomes such as depression, anxiety, poor academic performance, substance abuse, and social withdrawal.<sup>2</sup> In contrast, high self-esteem is linked to resilience, better coping strategies, and improved interpersonal relationships.

Educational systems worldwide are increasingly recognizing the importance of psychosocial interventions to address adolescent mental health concerns. The World Health Organization recommends life skills education as an essential component of adolescent health promotion.<sup>3</sup> SkillBased Training (SBT) programmes are structured interventions designed to enhance cognitive, emotional, and social competencies. These programmes typically include training in Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self-awareness, Empathy,

coping with emotions and Coping with stress. Such skills enable adolescents to effectively deal with everyday challenges and improve their overall well-being.

In India, adolescents face multiple stressors, including academic pressure, socio-economic challenges, family expectations, and peer influence. Despite the growing need for mental health interventions, structured SBT programmes are not consistently implemented in schools. Therefore, this study aims to assess the effectiveness of an SBT programme in improving self-esteem among adolescents in Karnataka, thereby contributing to evidencebased educational and nursing interventions.

## Methodology

A true-experimental pre-test–post-test control group design was adopted to evaluate the effectiveness of the intervention. Study was conducted in selected higher secondary colleges in Karnataka, representing both rural and urban populations. A total of 186 adolescents were selected using simple random sampling to ensure representation across demographic variables. Participants were divided into: Experimental group (n=93), Control group (n=93). Inclusion Criteria of the study was: Students who are studying in first year Higher secondary colleges, Participants, who are willing to participate in the study, Students who can understand and respond in Kannada and English language. Exclusion Criteria of the study was:

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Students who are absent during the time of data collection.  
Students those who have undergone any similar training

3	Post-test 2	166.47 31	9.12	50.1 4		
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programme related to interpersonal communication, study habits, self-esteem and adjustments. The SBT programme consisted of structured sessions conducted over one hour for 10 days. Teaching methods included lectures, group discussions, role plays, and interactive activities. Data Collected with the help of A standardized self-esteem questionnaire by Dr.S.Karunanidhi. A standardized self-esteem scale was used. Scores were categorized as: Low self-esteem: 83–208 and High self-esteem: 209–332. Data Collection

Procedure: Pre-test conducted before intervention. Post-test-1 immediately after intervention and Post-test 2 after 3 months of intervention. Statistical analysis included: Descriptive statistics (mean, SD, frequency, percentage), ANOVA test for within-group comparison and Unpaired t-test for between-group

### Comparison Between Groups

The unpaired t-test comparing post-test 2 scores showed:  
n=186

Sr. No	Group	Mean	Standard deviation	Mean %	Unpaired t test	Table value
1	Experimental post-test 2	199.43	8.05	60.07	26.133	2.306
2	Control post-test 2	166.47	9.12	50.14		

comparison with the significance level set at  $p < 0.05$ .

### Results

#### Socio-Demographic Characteristics

The majority of participants were above 17 years, predominantly female, and belonged to nuclear families. Most students were from rural backgrounds, reflecting the demographic distribution of the study area.

#### Level of Self-Esteem

At baseline, all participants in both groups exhibited low self-esteem. After the intervention:

11.83% of the experimental group moved to high self-esteem  
No change was observed in the control group

#### Effectiveness of Intervention

The experimental group showed a steady increase in mean self-esteem scores:

n=186

Sr. No	Group	Mean	Standard deviation	Mean %	Anova f value	P value
1	Pre test	164.57	6.50	49.57	586.3976	0.00
2	Post-test 1	171.64	7.38	51.70		
3	Post-test 2	199.43	8.05	60.07		

The ANOVA test revealed a highly significant difference ( $F=586.39$ ,  $p<0.05$ ).

In contrast, the control group showed minimal change:

n=186

This confirms the strong effectiveness of the SBT programme.

### DISCUSSION

The findings of this study demonstrate that Skill-Based Training significantly improves self-esteem among adolescents. The improvement observed in the experimental group can be attributed to the structured intervention focusing on essential life skills.

These findings are consistent with previous studies. Smith et al. [4] reported that life skills training significantly improved adolescent mental health and self-esteem. Similarly, Kaur and Sharma<sup>5</sup> found that structured teaching programmes enhanced self-esteem and coping abilities. Gupta and Verma<sup>6</sup> highlighted that life skills education improves emotional intelligence and social competence.

Bandura's self-efficacy theory further supports the idea that skill mastery leads to increased confidence and self-worth.<sup>7</sup> The absence of improvement in the control group strengthens the validity of the findings. It indicates that the observed changes were due to the intervention rather than external influences.

The results align with WHO recommendations emphasizing life skills education as a key strategy for adolescent mental health promotion.<sup>3</sup> SBT programmes help adolescents develop resilience, improve interpersonal relationships, and manage stress effectively.

### CONCLUSION

The study concludes that the Skill-Based Training

programme is highly effective in improving self-esteem among adolescents. The significant increase in self-esteem scores in the experimental group highlights the importance of structured psychosocial interventions.

Sr. No	Group	Mean	Standard deviation	Mean %	Anova f value	p value
1	Pre test	164.3763	7.85	49.51	1.701586	0.18
2	Posttest-1	165.9032	6.93	49.97		

Integrating SBT programmes into school curricula can play a crucial role in promoting adolescent mental health and overall development.

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