

## **Effects of Intervention on Rural Adolescent Girls and Young Women Regarding Communication & Social Competence Skills**

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### **ABSTRACT**

The total sample of 170 rural adolescent girls (12-15 yrs) and young women (19-25 yrs) were selected at random from purposely selected five villages of Parbhani district. They were given intervention on self care & skills (general knowledge, communication skills & social competence skills) for a year 2009-10. Their knowledge & skills in all the six aspects of intervention were assessed before the implementation and after the completion of it. The results indicated that there was significant improvement in awareness and skills of rural adolescent girls & young women in all the six aspects included in the intervention.

### **Objectives**

1. To collect the background information of the selected rural adolescent girls and young women for planning and executing need based intervention
2. To conduct intervention programme for rural adolescent girls and young women in selected aspects like communication & social competence skills
3. To study effects of implemented intervention on rural adolescent girls and young women on the selected above aspects of life

### **Introduction**



Adolescence is the most exciting period of role identity and challenges for individuals. Bad effects like anger outbursts, friends' expectations, and influence, association with society, and deviant behavior can be part of this phase of life. Boys and girls get subjected to the roller coaster of feelings and somatic instability during high school age because of their surroundings. Teenagers are influenced by their house environment as well as their peer interaction. Additionally, aggression and stress can come from interpersonal relations, educational ups and downs, and their reaction or control of all these things. By considering female teenagers during this age frame, struggle for their individuality and plan to become self-reliant on their parents and guardians (Marcia, 2001). Behaviorally disturbed teenagers often create grave issues for themselves, their parents, and society as well. Mostly such youngsters have a deficiency in the ability to respond rationally towards the difference of ideas, discontent, and anger, as a substitute they skill themselves in socially deviant activities like physical fights, backbiting, chastening, troublesome, influencing or directing others of different ages (Cillessen & Mayeux, 2004).

Teenage perceived level of stress refers to the intermix of complicated and dynamic processes among the individual and their environment. Such distress often leads the person to psychological problems in the individual's perception of the event (Joseph & Henry, 2009) as it is a perceived phenomenon it may be caused by any occasion, idea, or person. Various competent researchers in the social sciences field described that perceived stress and its association with teenagers need broad studies to eliminate its unhealthy effect (Biro et al., 2011). Perceived stress from studies among teenagers is taken as the usual practice of college period for them. In various daily life situations, their help-providing system becomes feeble like parents, siblings, and previous close friends, and communication/behavior-related problems can occur in the social environment (Naiemeh et al., 2007). Perceived stress was usually taken as a thinking style or feeling that is subjective in conduct and can be modified from time to time (Burns et al., 2002).



## Methodology

For the implementation of self care & skills intervention for enhancing the quality of rural adolescent girls and young women five villages namely Erandeshwar, Nandkheda, Brahmangaon, Taroda & Singnapur ( 20-25 km away from MKV campus) were purposely selected from Parbhani & Purna Talukas of Parbhani district. From these adopted villages, a total sample of 170 rural adolescent girls (12 to 15 yrs) & young women (19 to 25 yrs) were selected at random after seeking their willingness to participate in this intervention. Before the implementation of the intervention the SES scale and 3 inventories developed by AICRP-CD unit on Communication skills and Social competence skills were administered on them. After doing the assessment the need based intervention was planned for them and it was implemented for a year (2009-2010). The intervention was executed in each village for 3-4 hrs in a day, weekly once by the investigators regularly and by the experts for 3-4 times in a year. The post test was carried out in all the five villages after the completion of the intervention. The collected data was pooled and it was statistical analysed to study the effects of implemented intervention.

## Tools used for the research

**Socio-Economic Status Scale:** The Socio-economic status scale consists of parameters such as caste, religion, family type and size, parents' education and occupation, type of house and size, type of agricultural land (irrigated/ rain fed), milch animals, material possession, water facility, electricity and drainage. The summated score is categorized as low, medium and high.

**Communication Skills Inventory** The tool consists of a total of 13 hypothetical situations within the home, neighbourhood and with the authorities which has to be expressed by each subject. The maximum attained score is 52 with minimum score of 0. For each situation, the ideas expressed by the subject are rated as follows



Categories	Score
Low	< 17
Medium	18 - 34
High	35 - 52

- 1 No idea expressed - 0
- 2 At least one idea expressed – 1
- 3 Two ideas expressed – 2
- 4 Three or more ideas expressed – 3
- 5 A longer and commencing lecture on the issue – 4

**Social & Environmental Awareness** :This inventory comprise of 68 sentences on which respondents have to give their responses

Categories	Score
Low	< 23
Medium	24-46
High	47-68

**Social Competence Skills Inventory:** This inventory is comprised of 24 items scored for positive statement as 3,2,1 and vice-versa for negative statements.

Categories	Score
Low	< 24
Medium	25 - 48

## Findings

Table 1 indicates that 88 per cent of the sample rural adolescent girls & young women belonged to middle SES and 56 per cent of them belonged to joint families. Eighty one per cent of the rural girls & young women belonged to middle size families and 73 per cent of them belonged to the age group of 12-15 yrs.

**Table 1 Background information of the rural adolescent girls and young women**

Background of the rural adolescent girls and young women	Percentages of respondents (170)
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SES of the family	
Low	8.82 (15)
Medium	88.82 (151)
High	2.35 (4)
Family Type	
Nuclear	44.11 (75)
Joint	55.88 (95)
Family Size	
Small (1-4)	8.23 (14)
Medium (5-8)	81.17 (138)
Large (>9)	10.58 (18)
Age of the respondents	
12-15 yrs	72.94 (124)
19-25 yrs	27.05 (46)

Figures in the parentheses indicates number of the rural adolescent girls and young women

Table 2 indicates that majority of the rural adolescent girls and young women (above 98%) were assessed to have low level skills for communicating with the authorities followed by for interacting with neighbours (94.11%) & within the home (93.58%). After completion of the intervention their communication skills increased to medium level i.e. from 1.76 to 35.88 per cent for the authorities followed by in the neighbour (5.88- 17.05%) and at home (6.47-58.82%) and the decreased percentages in low level for communicating in home from 93.58-41.17%,for communicating with authorities (98.23 to 64.11%), and for communicating with neighbours (94.11 to 82.94%). There was significant improvement in the communication skills of rural adolescent girls & young women after the completion of intervention in all the areas of it.

**Table 2 Comparison between levels of communication skills of pre and post tests of rural adolescent girls and young women in selected areas**

Communication skills of selected areas	Communication levels and percentages of respondents				‘Z’ Values	
	Pre test (170)		Post test (170)			
	Low (a)	Medium (b)	Low (c)	Medium (d)	a Vs c	b Vs d
	93.52	6.47	41.17	58.82	6.5**	6.26**



Within the home						
In the neighbourhood	94.11	5.88	82.94	17.05	3.33**	1.34 <sup>NS</sup>
With authorities	98.23	1.76	64.11	35.88	7.55**	4.30**

\*\* -  $P < 0.01$  level    NS – Non Significant

Table 3 indicates the comparison between pre & post tests levels of social skills of the rural adolescent girls & young women. It is clear from the results that above 99 per cent respondents were assessed to have medium level of social competence skills. The percentages of the respondents whose social competence skills improved from medium level to high level was from 1.17 to 17.64. The improvement in their mean score was  $36.4 \pm 6.57$  from  $32.9 \pm 3.7$ . The statistical analysis indicates that there was significant improvement in mean score of social competence skills of the rural adolescent girls & young women.

**Table 3 Comparison between the pre and post tests levels and mean scores of social competence skills of rural adolescent girls and young women**

Categories of social skills	Percentages & mean scores of respondents		'Z' Values
	Pre test (170)	Post test (170)	
Medium	98.82 (168)	82.35 (140)	4.84**
High	1.17 (2)	17.64 (30)	--
Mean $\pm$ SD	$32.9 \pm 3.7$	$36.4 \pm 6.57$	6.14**

\*\* -  $P < 0.01$  level

Figures in the parentheses indicates number of the rural adolescent girls and young women

Table 4 indicates the average scores of the sample rural adolescent girls & young women prior to the implementation and after the completion of the overall intervention on the self care & skills. The average score raised from  $10.11 \pm 3.32$  to  $15.83 \pm 3.57$ . 'Z' value indicates that the launched intervention on self care &



skills brought significant improvement in their awareness & skills for leading quality life.

**Table 4 Overall effect of implemented intervention on self care & skills of rural adolescent girls and young women for raising quality life**

Variables	Mean scores of respondents		'Z' Values
	Pre test (170) Mean $\pm$ SD	Post test (170) Mean $\pm$ SD	
Social & environmental awareness	19.0 $\pm$ 7.1	21.4 $\pm$ 7.12	3.11**
Communication skills	3.8 $\pm$ 3.8	14.0 $\pm$ 2.1	30.90**
Social competence skills	32.9 $\pm$ 3.7	36.4 $\pm$ 6.57	6.14**

\*\* - P < 0. 01 level

## Conclusion

The intervention implemented for a year in the five villages on self care & skills had brought significant positive changes in rural adolescent girls & young women's awareness & skills for leading quality life.

## Reference

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