

ANXIETY LEVEL AND THEIR RELATIONS WITH SOCIAL AND EMOTIONAL SKILLS IN ADOLESCENTS

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ABSTRACT

The present study was conducted in two institutes situated at Haryana and Delhi. Hundred adolescents equally representing both the sexes i.e. 50 girls and 50 boys were selected from both the institutes. Hence, a total of 200 adolescents (100 from Haryana state and 100 from Delhi) constituted the sample for present study. The performance was studied in four dimensions of social skills (self awareness, empathy, effective communication and interpersonal relationships) and two dimensions of emotional skills (coping with emotions and coping with stress). In both institutions majority of adolescents on all six dimensions of social and emotional skills were found in average to below average category. Adolescents with lower levels of social and emotional skills were found to have high levels of anxiety.

KEYWORDS: *Anxiety, Social and Emotional Skills, Adolescents*

INTRODUCTION

Anxiety is more than just feeling stressed or worried. Early adolescent anxiety influenced homotypic anxiety in late adolescence independent of parental rejection and control. For children, adolescents, and adults alike, in modern society, there is always something to worry and feel anxious about, although events or situations that one person perceives as stressful may not be a concern at all for another. Because we do not experience and respond to events in identical ways, we all have individual levels of anxiety. Adolescence is a process, rather than a period of achieving the desired growth, attitude, beliefs and methods for effective participation in society as an emerging adult. The way in which adolescents develop and exercise their personal efficacy during this transitional period can play a key role in setting the course their life paths take. Social and emotional skills are considered as most important life skills for social and emotional well being of individuals. These skills are not only limited to adolescents with problems but for everyone, to shape them into good citizens. Thus social and emotional skills are abilities for adoptive and positive behaviour that enable adolescents to deal effectively with the demands, challenges, and stress of everyday life. Distance from the parents and family, near and dear ones, and also school problems, peer conflict and peer isolation, as stressful life conditions, may contribute to anxiety, stress and depression as well as, behavioural problems in adolescents (Aseltine *et al.*, 2000). Problem behaviour in children is not a disease that can be cured with one treatment. It depends on the situations changing with the child's circumstances and development (Dishion *et al.*, 1995). A variety of treatments and preventions are needed to meet the need of the individual children and families throughout the adolescent's period.

Social and emotional skills are to make adolescents to perform better in all walks of life by acquiring psychological competence, finding proper solutions to day to day problems, creating positive attitude, coping with different situations in life and improving ability.

Materials and Methods

A variable is a set of value that forms a classification. Two types of variable were considered in the study- the independent and dependent variable. Anxiety was taken as independent variables. Anxiety Scale (TAS) developed by Sharma (1979) was used to measure the level of anxiety among the adolescents. Dependent variables are those which are influenced by some external or internal factors. Social and emotional skills were taken as dependent variable. Life Skills Assessment Scale (LSAS) developed by Nair *et al.* (2010) was used to assess the social and emotional skills among the adolescents.

RESULTS

Levels of Anxiety among Adolescents

The main variable considered under the independent variables of the adolescents was anxiety. Table 1 described the anxiety level of adolescents and it was seen that out of 100 adolescents of Delhi, about 48.00 per cent adolescents had moderate level and 27.00 per cent had low level of anxiety. Similarly in Haryana, 48.00 per cent adolescent had moderate level and 28.00 per cent adolescents had low level of anxiety.

Table1: Levels of Anxiety among Adolescents

Institutions Variable (Anxiety)	Delhi (n=100)	Haryana (n=100)	Total (n=200)
Low	27(27.00)	28(28.00)	55(27.50)
Moderate	48(48.00)	48(48.00)	96(48.00)
High	25(25.00)	24(24.00)	49(24.50)

Figures in parentheses denote percentages

Relationship between Social and Emotional Skills and Anxiety among Adolescents

Results in Table 2 revealed that most of the dimensions of social and emotional skills were found to be negatively and significantly correlated with anxiety, i.e. self-awareness ($r = -.37^*$), effective communication ($r = -.18^*$), interpersonal relationship ($r = -.33^*$), coping with emotions ($r = -.46^*$) and coping with stress ($r = -.65^*$). This indicates that who had high level of social and emotional skills had low level of anxiety.

Table 2: Relationship between Social and Emotional Skills and Anxiety among Adolescents n=200

Sr. No	Dimensions of Social and Emotional Skills	Correlation Coefficients
1.	Self-awareness	-.37*
2.	Empathy	-.09
3.	Effective communication	-.18*
4.	Interpersonal-relationships	-.33*
5.	Coping with emotions	-.46*
6.	Coping with stress	-.65*

Significant at 5% level

DISCUSSIONS

Adolescence is a vital stage of growth and development. It is a period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychological maturation. Result showed that majority of adolescents had moderate level of anxiety. The social and emotional skills are helpful for the adolescent to take positive actions and improving their skills. These are the building blocks of one's behaviour and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescent's problems and guide them in acquisition of social and emotional skills. Results indicated that most of the dimensions of social and emotional skills were found to be negatively and significantly correlated with anxiety. Riggio *et al.* (1993) argued that there were obvious links between social skills and difficulties in psychological adjustment, manifesting themselves as feelings of loneliness, shyness or social anxiety. Yuen *et al.* (2007) observed that connectedness to teachers and to other secondary students was associated significantly with students' self-efficacy in applying life skills in all areas. For healthy life skills development, students perceived that they need to connect with teachers and peers in their schools. Lee (2011) suggested that self-talk could play an important role in children's socio-emotional competence and creative problem-solving. Yadav and Iqbal (2009) examined that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. Petitpas *et al.* (2005) observed that it is necessary for researcher to evaluate the efficacy of life skills programmes in terms of their outcomes, such as their impact on participants' psychological development. This is important, because learning life skills should lead to positive changes in the way in young people perceived them.

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