

IS MENTAL HEALTH INFLUENCED BY LIFE SKILLS TRAINING PROGRAM AMONG ADOLESCENTS? A SYSTEMATIC REVIEW AND META-ANALYSIS PROTOCOL

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Abstract

Background: Life skills training programs help adolescents make healthy choices that lead to meaningful lives. These skills will enhance the youth's mental health and abilities as they face the real challenges of life. It helps young people analyze and take positive action to protect themselves. Life skills facilitate the integrated development of individuals to function effectively. **Objective:** This review aims to determine the impact of the life skills training program on Psychological well-being (anxiety, depression and stress) among adolescents. **Study design and methods:** The review will be conducted according to PRISMA guidelines. The International Prospective Register for Systematic Reviews has accepted this protocol. Following the three procedures, a literature search will be conducted on research articles published between 2011 and 2021 that are limited to the English language. A preliminary search will be made using terms such as life skills training, anxiety, depression, stress, and teenagers in the Web of Sciences and PubMed-Medline databases. The titles and abstracts of the studies given will be combed for relevant keywords. The quality of all selected publications will be assessed using the JBI (Joanna Briggs Institute Manual) clinical appraisal checklist for RCTs and non-RCTs. Two authors will independently assess the quality of the work, and any discrepancies will be resolved. **Results:** A descriptive synthesis will be performed and presented in the form of a narrative summary as tabular format. The summaries will include both narrative descriptions and

statistical data from the studies. The meta-analysis will be done for anxiety, depression and stress.

Conclusion: This review will help the caretakers (Parents, teachers and mentors etc.) to acknowledge the importance of incorporating life skills training programs in academics to reach the desired goals of the students. **What is already known about the topic?** Many studies have successfully concluded the impact of life skills on an individual's well-being, including the following: Haghighi et al. (2006) showed that life skills training enhances adolescent pupils' mental health and self-esteem. Life skills training improves participants' mental health (family stress and social acceptability), according to Samari and Lalifaz (2005). **What this paper adds** This review aims to determine the impact of the life skills training program on Psychological well-being (anxiety, depression and stress) among adolescents.

Keywords: Life Skill Training Program; Anxiety; Depression; Stress; Adolescents; Mental Health.

OBJECTIVE

This review aims to determine the impact of the life skills training program on Psychological well-being (anxiety, depression and stress) among adolescents.

BACKGROUND

Aside from academic talents, life skills are the skills and information required for productive living. "Ability for adaptive and good conduct that enables individuals to deal well with the demands and obstacles of everyday life," according to the World Health Organization.¹

Empathy, critical thinking, effective communication, coping with stress, self-awareness, creative thinking, decision-making, interpersonal relationships, dealing with emotions, and problem-solving are among the 10 fundamental life skills identified by the WHO.

A life skill training program teaches teenagers how to make good decisions that will lead to a fulfilling life. Adolescents' mental well-being and competency will be enhanced when they confront real-life issues with these skills. It assists young people in analyzing and taking proactive steps to protect themselves. Individuals' integrated development to operate effectively is facilitated by a life skill.²

Given the rise in emotional and behavioral difficulties among children and young adolescents, many parents, scientists, and researchers believe that life skills are critical for teenagers around the world.³

When adolescents are faced with anxieties, frustration and inability to tackle emotional pain, conflicts in future may resort to unhealthy and risky behaviors that can be harmful to physical or mental health. For instance, the initiation of substance use at a very young age as evidenced by many of the study findings can be taken into consideration. When teenagers experience anxiety, frustration, or an inability to cope with emotional pain, recurrent disagreements may result in unhealthy and dangerous behaviors that are harmful to their physical and mental health. For example, the onset of substance use at a young age, as demonstrated by several of the study's findings, can be taken into account. When these young people are taught appropriate life skills, they will be able to recognize their own emotions and respond maturely in order to live a healthy life.⁴

Hence, the goal of this study is to see how the life skills training program affects teenagers' psychological well-being (anxiety, depression, and stress).

STUDY DESIGN AND METHODS

The review will be conducted according to PRISMA guidelines. The International Prospective Register for Systematic Reviews has accepted this protocol (Prospero Registration No- CRD42022302348).

Search Strategy

Following the three procedures, a literature search will be conducted on research articles published between 2011 and 2021 that are limited to the English language.

- 1) A preliminary search will be conducted using terms such as life skills training, anxiety, depression, stress, and teenagers in the Web of Sciences and PubMed-Medline databases. The titles and abstracts of the studies given will be combed for relevant keywords.
- 2) A comprehensive search will be conducted in databases such as Science Direct, Scopus, CINAHL Plus, and PubMed using appropriate keywords.
- 3) Finally, the most appropriate article reference lists will be screened for further research.

Inclusion criteria

The studies for this review will be chosen based on the following criteria.

- a) Only articles published in peer-reviewed publications
- b) studies available in electronic databases will be considered.
- c) **Study design:** This review will only include randomized control trials and non-RCTs.
- d) **Intervention:** Self Awareness, Critical Thinking, Effective Communication, Decision Making, coping with Stress, Empathy, Creative Thinking, Interpersonal Relationships, and Problem Solving are some of the 10 cores covered in the studies. The study will involve coping with emotion as one of the primary variables.
- e) **Setting:** In rural and urban areas, which includes educational institutions and hostels.
- f) **Outcomes:** Studies will be included if they describe one or more of the mental health problems such as anxiety, stress, or depression.
- g) **Language:** Articles are only published in English.
- h) Studies that have been referenced to as "life skills training program" or "vocational training program" could be included.

Exclusion Criteria

Conference abstracts, databases that simply include abstracts, books, and grey literature will be eliminated.

Screening

Data from the selected studies will be extracted using the data extraction technique provided by the JBI (Joanna Briggs Institute) guidelines. The search articles will be imported into the Zotero/Mendeley reference program, and any duplicates will be eliminated. During the screening procedure, the two writers will first screen the titles and abstracts of the papers for relevance to the review subject. Following this, full-text screening will be performed in accordance with the qualifying requirements. The screening procedure at both levels (abstract and full text) will be done separately by the authors, and differences will be handled by discussion with the third author. Quality Assessment of Screened Articles

The quality of all selected publications will be assessed using the JBI (Joanna Briggs Institute Manual) clinical assessment criteria for RCTs and non-RCTs. Authors will independently assess the quality, and any disagreements will be resolved by consulting a third author.

Data Extraction:

Data from the selected studies will be extracted using the data extraction technique provided by the Joanna Briggs Institute (JBI) handbook.

RESULTS

The research papers' findings will be compiled in accordance with the evaluation protocol's objectives. A descriptive synthesis will be carried out and given as a narrative summary in tabular form. The summaries may include narrative descriptions as well as statistical data from the research. Anxiety, depression, and stress will be the subjects of the meta-analysis. The GRADEpro will be used to determine the certainty of the evidence.

DISCUSSION

Adolescents have a wide range of psychological symptoms in several aspects as they grow and develop. These symptoms will lead to major mental health problems. Caretakers (parents, teachers, and mentors, for example) must closely monitor these concerns in order to promote healthy mental health. Learning and practicing life skills improves characteristics such as self-esteem, enhanced sociability, and tolerance to criticism, and helps teenagers to take appropriate action. It will provide teenagers with the flexibility to choose what to do and what not to do. In life skill education, students are provided with suitable instruction and learning so that they can develop effective decision-making skills to fill gaps where they encounter disparities.

Life skills training has been useful in a variety of mental health programs by reducing several risk factors such as drug and substance abuse, early pregnancies, AIDS, and nonconsensual interactions. Furthermore, developing life skills allows teenagers to convert their knowledge, attitude, and health behavior, such as the capacity to detect and minimize certain risk behaviors and to adopt healthy living approaches. Furthermore, this study will be able to analyze the methodological robustness and usefulness of

implementing life skills training programs in dealing with psychological and mental health concerns that individuals encounter.

CONCLUSION(S)

This review will assist caregivers (parents, teachers, and mentors, for example) in recognizing the importance of incorporating life skills training programs in academics to help students achieve their goals, as well as identifying gaps in the existing literature and suggesting areas for future research.

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