

## Abstract

The present study examined the effectiveness of social skills training in promoting social competence and school adjustment in school children. The study comprised of three phases. In phase I, Urdu translation of School Adjustment – Child Report (SA-CR) questionnaire and pilot testing was done. In phase II, pilot study was conducted for assessing the effectiveness of social skills training program before implementation of SST program in the main study. In phase III, main study was conducted by using quasi-experimental design. Social Competence Scale for Adolescents ([Shujja, Malik & Khan, 2015](#)) and School Adjustment – Child Report (Fast Track Project, 1997) were used for screening the adolescents (ages 14-17 years old) who had social competence deficits and poorer school adjustment. Total number of participants ( $N = 364$ ) were screening out from six government schools of Lahore and [Sheikhupura](#) districts in Punjab, Pakistan. After screening out, total participants ( $N = 36$ ) with low social competence and poorer school adjustment were placed in the six experimental groups, sample size of each experimental group ( $N = 6$ ) by using purposive sampling strategy. The Social Skills Training Program (Spence, 1995) was used. Each experimental group was attended ten therapeutic sessions of social skills training program with time duration of 45- 60 minutes. Paired Sample t-Test, Independent Sample t-Test, Two-Way ANOVA analysis were used. The results indicated that social skill training is an effective intervention approach for promoting social competence and school adjustment in school children.

*Keywords:* Social Competence, School Adjustment, SST (Social Skills Training), Adolescents