



## **The Impact of Training Programs on Enhancing Self-Confidence and Social Adaptation among Adolescent Girls: A Qualitative Study Based on Field Experience**

**Karima MOHAMMEDI**

Lakhdar University of El Oued Hamma

[eloued.dz-karima@univ-mohammedi](mailto:eloued.dz-karima@univ-mohammedi)

**Abderrahmane MOHAMMEDI**

Ouzou-Mouloud Mammeri University of Tizi

[Mohammedi39ar@gmail.com](mailto:Mohammedi39ar@gmail.com)

**Djamila ZIDANE**

Hamma Lakhdar University of El Oued

[eloued.dz-univ@djamil-Zidane](mailto:eloued.dz-univ@djamil-Zidane)

### **Abstract**

*Adolescence is a critical developmental stage often characterized by low self-esteem and difficulties in social adjustment, particularly within conservative cultural contexts. This qualitative study aims to explore the impact of an interactive training program on enhancing self-confidence and developing social adaptation skills among a group of adolescent girls in El Oued Province (Algeria). Adopting a descriptive-analytical approach, the study involved (22) adolescent participants aged between 12 and 18 years who took part in a four-day training program that included interactive activities, (Brain Gym) exercises, and open discussions. Data were collected through written reflections from participants and analyzed qualitatively using semantic coding and thematic analysis.*

*The findings revealed a marked improvement in participants' self-confidence, their ability to cope with challenges, and their capacity to establish more positive social relationships. Additional effects were also observed in academic skills (time management and discipline) as well as in the spiritual-value dimension, highlighting the importance of integrating cultural and religious elements into training program design. These findings are interpreted through Erikson's*

psychosocial development theory, Maslow's hierarchy of needs, and symbolic interactionism, in addition to Bourdieu and Coleman's social capital theory, which underscores the role of familial and community networks in supporting adaptation and social integration.

The study underscores the necessity of incorporating Social and Emotional Learning (SEL) competencies into school curricula and extracurricular activities, while engaging families and local communities in planning and implementation stages. It also recommends expanding future research through mixed-method approaches and larger samples to assess the sustainability of such interventions. The results confirm that the effectiveness of training programs is strongly linked to their alignment with local socio-cultural contexts.

**Keywords:** adolescent girls; self-confidence; social adjustment; training programs; Algeria; qualitative research.

## **L'impact des programmes de formation sur le renforcement de la confiance en soi et l'adaptation sociale chez les adolescentes : une étude qualitative basée sur l'expérience de terrain**

### **Résumé**

*L'adolescence est une étape cruciale du développement, souvent caractérisée par une faible estime de soi et des difficultés d'adaptation sociale, en particulier dans les contextes culturels conservateurs. Cette étude qualitative vise à explorer l'impact d'un programme de formation interactif sur le renforcement de la confiance en soi et le développement des compétences d'adaptation sociale chez un groupe d'adolescentes de la province d'El Oued (Algérie). Adoptant une approche descriptive et analytique, l'étude a porté sur 22 adolescentes âgées de 12 à 18 ans qui ont participé à un programme de formation de quatre jours comprenant des activités interactives, des exercices (Brain Gym) et des discussions ouvertes. Les données ont été recueillies à partir des réflexions écrites des participantes et analysées qualitativement à l'aide d'un codage sémantique et d'une analyse thématique.*

*Les résultats ont révélé une nette amélioration de la confiance en soi des participants, de leur capacité à relever des défis et à établir des relations sociales plus positives. Des effets supplémentaires ont également été observés dans les compétences scolaires (gestion du temps et discipline) ainsi que dans la dimension spirituelle et des valeurs, soulignant l'importance d'intégrer des éléments culturels et religieux dans la conception des programmes de formation.*



**Soumission : 18/12/2024    Acceptation : 20/02/2025    Publication : 15/08/2025**

*Ces résultats sont interprétés à travers la théorie du développement psychosocial d'Erikson, la hiérarchie des besoins de Maslow et l'interactionnisme symbolique, en plus de la théorie du capital social de Bourdieu et Coleman, qui souligne le rôle des réseaux familiaux et communautaires dans le soutien à l'adaptation et à l'intégration sociale.*

*L'étude souligne la nécessité d'intégrer les compétences d'apprentissage social et émotionnel (SEL) dans les programmes scolaires et les activités parascolaires, tout en impliquant les familles et les communautés locales dans les phases de planification et de mise en œuvre. Elle recommande également d'élargir les recherches futures à l'aide d'approches mixtes et d'échantillons plus importants afin d'évaluer la durabilité de ces interventions. Les résultats confirment que l'efficacité des programmes de formation est étroitement liée à leur adéquation avec les contextes socioculturels locaux.*

**Mots clés :** *adolescentes ; confiance en soi ; adaptation sociale ; programmes de formation ; Algérie ; recherche qualitative.*

## **Introduction**

Adolescence represents one of the most sensitive and complex life stages, during which young girls undergo profound psychological, social, and cognitive transformations that directly influence personality development and identity formation. Low self-confidence and difficulties in social adjustment emerge as prominent challenges faced by adolescent girls, particularly under increasing familial, educational, and societal pressures.

Within this context, targeted training programs gain increasing importance as practical tools for enhancing self-efficacy, social competence, and emotional regulation, enabling adolescent girls to confront their challenges with greater awareness and balance. Although numerous psychological and social studies have examined the role of educational interventions in improving mental health and developing life skills among youth, there remains a clear need for qualitative field research grounded in direct experiential evidence—especially in the Arab context.

Accordingly, this study investigates the impact of a structured training program designed for adolescent girls, utilizing interactive activities, open discussions, and (Brain Gym) exercises to foster self-confidence and social adjustment. The study aims to analyze participants' post-program reflections to identify the psychological and social outcomes of the experience, thereby bridging academic knowledge with practical field realities.

### **1. Research Problem**

The central research question guiding this study is: **To what extent does the training program contribute to**



## **enhancing self-confidence and social adjustment among adolescent girls?**

### **2. Operational Definitions of Study Variables**

#### **2.1 Adolescence:**

Adolescence is the transitional stage between childhood and adulthood, generally spanning ages 12 to 18. It is characterized by heightened questioning, emotional turbulence, and the construction of personal and social identity. Adolescent girls, in particular, face challenges related to low self-confidence, difficulties in social adjustment, and the search for recognition and acceptance within family and community settings.

#### **2.2 Self-Confidence:**

Self-confidence constitutes a fundamental component of mental health, reflecting an individual's perception of self-worth and ability to face challenges. Low self-confidence often leads to social withdrawal, anxiety, and depression, whereas high self-confidence fosters academic performance, social competence, and psychological balance.

#### **2.3 Social Adjustment:**

- Social adjustment refers to the individual's ability to establish positive, balanced relationships and to engage effectively within family, school, and community contexts. It encompasses three interrelated dimensions:
- **Family relationships:** the primary foundation for developing feelings of security and acceptance.

- **Peer and school relationships:** a vital source for learning cooperation, conflict resolution, and friendship-building.
- **Community participation:** the individual's ability to engage in community activities, clubs, and associations, thereby enhancing responsibility and cultural belonging.

### 3. Theoretical Framework

#### 3.1 Erikson's Psychosocial Development Theory:

Emphasizes adolescence as a critical stage for identity formation versus role confusion.

#### 3.2 Maslow's Hierarchy of Needs:

Highlights the fulfillment of belongingness and esteem needs as prerequisites for self-actualization.

#### 3.3 Symbolic Interactionism:

Posits that identity is constructed through everyday social interactions and the exchange of symbols and meanings.

#### 3.4 Social Capital Theory (Bourdieu & Coleman):

Views social bonds, family relations, and group affiliations as intangible resources that enhance individuals' ability to adapt and integrate within society. In the Algerian context, social capital serves as a key factor in creating a supportive environment that helps adolescent girls cope with social and psychological pressures.

### 4. Review of Related Studies

Recent international studies (e.g., Pardo et al., 2025; Brill, 2025; Branham et al., 2025) have demonstrated the



**Soumission : 18/12/2024    Acceptation : 20/02/2025    Publication : 15/08/2025**

effectiveness of *Social and Emotional Learning (SEL)*-based training programs in promoting psychological resilience and improving social adjustment among adolescents. In Arab research, *Abdu (2024)* found that problem-solving-oriented training programs reduce emotional disturbances among adolescent girls, while *Gharghout (2022)* identified a positive relationship between self-confidence and academic motivation. Moreover, *Nazeer Abd Rabbo (2024)* highlighted the role of emotional maturity in strengthening self-confidence and reducing feelings of insecurity among adolescents.

## **5. Significance of the Study**

### **5.1 Addressing a local research gap:**

This study responds to the evident shortage of Arab and Algerian research exploring the impact of interactive training programs on adolescent girls' self-confidence and social adjustment, enriching local scholarship in educational and psychological sociology.

### **5.2 Promoting adolescent mental and social well-being:**

The findings provide empirical evidence of the effectiveness of structured training programs in supporting adolescent girls, contributing to practical strategies that assist them in navigating psychosocial challenges.

### **5.3 Guiding policy and educational program design:**

The study calls attention to the need for culturally grounded educational and training initiatives that align with Algerian socio-cultural specificities.

#### **5.4 Emphasizing social capital and cultural context:**

The study underscores the importance of family and community ties, as well as religious values, in shaping the success of educational interventions—thereby deepening understanding of how local contexts shape adolescent behavior and motivation.

#### **5.5 Providing a replicable applied model:**

The field-based training program implemented in this study offers a practical model that can be replicated or adapted in similar contexts to support other youth populations.

### **6. Study Objectives**

- To explore the impact of interactive training programs on enhancing self-confidence among participating adolescent girls.
- To analyze the extent of improvement in social adjustment skills following participation, including family relations, peer interaction, and community involvement.
- To highlight the psychological and social dimensions of the training experience through qualitative content analysis of participants' reflections.
- To provide a practical framework and recommendations for teachers, social workers, and educational policymakers in designing culturally relevant training programs suited to Algerian and broader Arab contexts



## 7. Methodology

### 7.1 Type of the Study

This study belongs to **(Qualitative Descriptive Research)** and aims to describe a field-based training experience directed at adolescent girls and to analyze its impact on self-confidence and social adjustment.

### 7.2 Population and Sample

The sample comprised 22 adolescent girls aged between 12 and 18 years, who were selected on a voluntary basis following an announcement posted by a local association – *El Oued Province*.

- **Socioeconomic background:** the sample included participants from both working families and low-income families.
- **Educational level:** participants were enrolled in middle and secondary education.
- **Family environment:** most participants live in cohesive families with explicit religious values, while some reported challenges related to relocation between urban and rural areas, which enriched the diversity of perspectives.

### 7.3. Data Collection Instrument

The study relied on participants' written reflections recorded immediately after completion of the training course, which served as the raw material for qualitative analysis.

#### 7.4. Implementation Procedures

The program was implemented in August 2025 in collaboration with a local association. The training spanned four days and included:

- A variety of interactive activities.
  - Open discussions.
  - (Brain Gym) exercises.
  - Expressive exercises and artistic activities.
- At the end of the course, participants' written reflections were collected.

#### 8. Trustworthiness (Credibility, Transferability, Dependability, Confirmability)

- **(Triangulation):** Results and analyses were presented to another researcher specialized in sociology for peer debriefing to verify their consistency with the original texts.
- **(Member Checking):** Five participants reviewed excerpts of the findings to confirm that the analyses corresponded with their actual experiences.
- **Thick documentation:** All original texts and field notes were preserved to ensure traceability and allow external review.

#### 9. Analytical Procedure

Data were analyzed following standard content-analysis steps:

- A holistic reading of the texts to grasp the general context.
- Identification of recurring semantic units.
- Classification of units into major thematic axes representing the principal findings.



Soumission : 18/12/2024 Acceptation : 20/02/2025 Publication : 15/08/2025

- Each theme was supported by direct quotations from participants.

(Main Theme)	(Supportin g Quote)	(Brief Description)	(Code)
<b>Enhancing Self- Confidence</b>	<i>“I used to struggle with low self-esteem, but I learned how to live happily.”</i>	<i>Enhancement of self-confidence</i>	Confidence
<b>Psychologica l Resilience</b>	<i>“I learned how to deal with difficulties and not give up easily.”</i>	<i>Development of resilience and coping with challenges</i>	(Resilience)
Social Adjustment	<i>“I used to avoid people, but now I’ve learned how to face hurtful word</i>	<i>Improvement in relationships and social adaptation</i>	<b>(Adjustment )</b>
<b>Academic Skills</b>	<i>“We learned how</i>	<i>Acquisition of time</i>	(Academic)

	<i>to manage our time and use it effectively."</i>	management and self-discipline skills	
<b>Spiritual and Value Dimension</b>	<i>"We remembered God together, and that gave me a deep sense of peace."</i>	<i>Spiritual and value-based impact</i>	(Spiritual)

### 10. Discussion of Findings

The results revealed that the **interactive training program** contributed significantly to enhancing **self-confidence** among the adolescent participants. This finding aligns with *Erikson's* assertion regarding the centrality of identity formation during adolescence, as well as *Maslow's* emphasis that fulfilling the needs for esteem and belonging constitutes a fundamental step toward *self-actualization*. These findings are further supported by recent studies such as *Brill (2025)* and *Branham et al. (2025)*, which highlighted the positive impact of *Social and Emotional Learning (SEL)* programs on increasing psychological resilience and overall well-being.

Regarding **social adjustment**, participants' quotations reflected notable improvement in their ability to establish positive relationships and to face verbal criticism with greater confidence. This is consistent with the principles of



Soumission : 18/12/2024 Acceptation : 20/02/2025 Publication : 15/08/2025

*Symbolic Interactionism*, which posits that identity is constructed through daily social interactions. Moreover, this outcome can be interpreted through *Bourdieu and Coleman's Social Capital Theory*, wherein *social capital* refers to the network of relationships and social support that individuals can mobilize to foster adaptation within family and community settings. In the *Algerian context*, where familial and communal bonds are particularly strong, social capital appears to be a decisive factor supporting adolescent girls' social integration and development.

Additionally, the inclusion of a **spiritual dimension** within the training activities demonstrated an important *cultural effect*. Participants expressed feelings of tranquility and emotional comfort during value-oriented and religious practices. This finding resonates with Arab studies such as *Abdu (2024)*, which found that culturally grounded training activities reduce emotional disturbances; *Gharghout (2022)*, which linked *self-confidence* with *academic motivation*; and *Nazeer Abd Rabbo (2024)*, which emphasized the role of *emotional maturity* in alleviating feelings of insecurity among adolescents.

Furthermore, the findings reinforce the results of *Pardo et al. (2025)*, which confirmed that developing *social-emotional competencies* enhances psychological adaptation among vulnerable adolescent groups, as well as *Maloney (2024)*, which underscored the importance of integrating socio-emotional support within school environments. These converging results highlight the need for *Algerian educational institutions* and *local associations* to adopt training programs that are culturally grounded and that draw upon *social*

*capital resources* to strengthen adolescents' psychosocial resilience.

Overall, this discussion demonstrates that the effectiveness of training programs depends not only on their content but also on their *cultural and social contextualization*, which ensures the sustainability of their positive impact on adolescent girls' *mental health and social adjustment*.

## Conclusion and Recommendations

### Alignment of Training Programs with the Algerian Socio-Cultural Context:

- Design activities that reflect **religious values** and **local customs**, ensuring cultural resonance and acceptance.
- Involve **families** and **teachers** in the planning and implementation stages to strengthen *social capital* and ensure the sustainability of program impact.
- Integrate **(Social and Emotional Learning - SEL)** skills into school curricula and extracurricular activities.
- Draw on the outcomes of international programs such as **HEROES** and **THRIVE** (Brill, 2025; Branham et al., 2025), which have demonstrated effectiveness in enhancing **psychological resilience** and **well-being**.
- Provide **training sessions for teachers and social workers** on how to practically apply SEL competencies within educational settings.
- **Expansion of Future Research:**
- Conduct **mixed-method studies (quantitative and qualitative)** involving larger and more socio-



Soumission : 18/12/2024 Acceptation : 20/02/2025 Publication : 15/08/2025

demographically diverse samples across different Algerian regions.

- Implement **longitudinal studies** to follow adolescent girls over time and assess the **sustainability of program effects**.
- Promote **collaboration between educational institutions and local associations** through sustained partnerships to organize **regular training workshops**.
- Support **community-based initiatives** that create safe environments for developing **social adaptation skills** among adolescents.
- **mphasizing the Spiritual and Value Dimension as a Protective Factor for Mental Health:**
- Incorporate **activities reflecting moral and religious values**, consistent with Arab studies such as *Abdu (2024)* and *Gharghout (2022)*, which highlight their role in fostering **psychological comfort** and a **sense of belonging**.
- Ensure the presence of **psychologists and social workers** to accompany adolescent participants during and after the training programs.
- Strengthen **individual follow-up mechanisms** to provide continued support for cases requiring additional psychological or social assistance and developing **social adjustment** among adolescent girls, in addition to improving **academic motivation** and reinforcing **spiritual and moral values**. Field observations indicated that integrating interactive activities and **(Brain Gym)** exercises with open discussions significantly contributed to enhancing **psychological resilience** and improving **social relationships**. These outcomes align with the theoretical

propositions of **Erikson, Maslow, and Symbolic Interactionism**, while also supporting **Social Capital Theory**, which emphasizes the role of social networks in empowering individuals.

The findings are consistent with recent international studies (*Pardo et al., 2025; Brill, 2025; Branham et al., 2025*) that demonstrated the effectiveness of **(Social and Emotional Learning - SEL)** programs, as well as with local Arab research (*Abdu, 2024; Gharghout, 2022; Nazeer Abd Rabbo, 2024*) underscoring the significance of **cultural values** and **family support** in achieving **psychological and social balance**.

Overall, the results highlight that the success of any **training intervention** depends not only on its design but also on its **alignment with the local socio-cultural context** and its ability to leverage available **social capital**. Consequently, the study recommends the adoption of **sustainable field-based programs** and the expansion of research to include **larger samples** and **mixed-method approaches**, thereby contributing to the promotion of **mental and social well-being** among adolescent girls in **Algeria and the Arab world**.

## References:

1. **Abdu, A.** (2024). *The effectiveness of a training program for developing problem-solving skills in reducing emotional disturbances among adolescent girls.* *Journal of Psychological and Educational Sciences*, **20**(3).
2. **Gharghout, F.** (2022). *The relationship between self-confidence, academic motivation, and unrealistic optimism*



Soumission : 18/12/2024 Acceptation : 20/02/2025 Publication : 15/08/2025

- among Algerian university students. *Journal of Social Studies*, **14**(2).
3. **Nadhir Abd Rabbo, N.** (2024). *The impact of emotional maturity on self-confidence and insecurity among adolescents. Arab Journal of Psychology*, **39**(1).
  4. **Al-Yaacoubi, N.** (2022). *The role of extracurricular activities in enhancing social adjustment among adolescents. Arab Journal of Psychology*, **36**(4).
  5. **Hamdi, S.** (2021). *The impact of interactive training programs on developing communication skills among adolescents. Journal of Educational Research*, **28**(1).
  6. Ali, M., & Rahman, S. (2024). Interactive youth programs and psychosocial resilience among adolescent girls. *Journal of Social Psychology*, 164(2).
  7. Artigues-Barberà, E., et al. (2025). Key factors in supporting adolescents to achieve high self-esteem and positive body image. *PLOS ONE*, 20(5), e0318989.
  8. Benyahia, K. (2023). Social capital and adolescent adaptation in North African contexts. *Social Sciences Review*, 19(3).
  9. Brill, K. (2025). The HEROES program: Fostering resilience, self-esteem, and flourishing in youth through SEL. *Journal of Positive Youth Development*, 7(1).
  10. Branham, M., Casteel, A., & Moore, E. (2025). The THRIVE Resilience Program for Teens: Examining social-emotional learning and self-esteem. *Journal of Scholarly Engagement*, 12(2).
  11. Maloney, J. E. (2024). Supporting adolescent well-being at school: Integrating social-emotional support for trauma-exposed adolescents. *Educational Psychology Review*, 36(2).

12. Pardo, V. M., et al. (2025). Socio-emotional and personal development competencies and psychosocial adaptation among socially vulnerable youth. *Frontiers in Psychology*, 16, 1462605.
13. Bloom, M. (2017). The impact of training programs on adolescent self-esteem: A qualitative study. *Journal of Youth Studies*, 20(4).
14. Grotberg, E. (2003). *Resilience for today: Gaining strength from adversity*. Praeger Publishers.
15. Johnson, L., & Smith, K. (2020). Social adaptation skills among adolescents: The role of interactive workshops. *International Journal of Adolescence and Youth*, 25(3).
16. Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). Harper & Row.
17. Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.