

The Influence of Social Skills on Fortitude Among Youth: A Comparative Study Across Different Family Structures

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Abstract:

The fortitude that helps young people survive in modern life, when all seems to be against them, is a very critical attribute. Social skills help improve a person's ability to communicate positively, therefore making for good relationships with others and helping them to adapt to their environment. Essentially, fortitude assists youth in being able to address challenges using psychological strength and perseverance. This study is to look at how social skills impact fortitude in youth from various family structures. A mixed method study with quota sampling of 76 post-graduate students (nuclear and joint families) collected data through a structured questionnaire. Data was analysed through statistical methods including the use of the Mean, Standard Deviation, t-test, and regression analysis. This study has shown that there is a statistically significant positive relationship between social skills and fortitude in youth, with the impact being greater for those youth from joint families than for those youth from nuclear families. This study has demonstrated that family structure is important in developing social skills and fortitude thereby increasing the knowledge regarding Positive Youth Development..

Keywords: Social Skills, Fortitude, Youth, Family Structure, Joint Family, Nuclear Family.

INTRODUCTION

In an era of rapid social, economic, and technological transformations, the youth face a myriad of challenges that test their mental and emotional stability. Fortitude, the ability to adapt and thrive in the face of adversity, is increasingly recognized as a critical life skill for navigating these challenges. Among the factors influencing resilience, spiritual intelligence the capacity to find meaning and purpose in life, connect with a higher power or values, and exhibit empathy and mindfulness has emerged as a significant contributor to an individual's ability to cope with stress and recover from setbacks (Kumari, 2024). Family structure, whether nuclear or joint, plays a pivotal role in shaping an individual's spiritual and emotional development. Nuclear families, characterized by their compact and independent nature, often offer an environment of focused attention on individual members, potentially fostering personal autonomy.

On the other hand, extended families, with their close network of support, have strong connections and shared experiences in relation to values, spiritualities, and coping capacities (Cerit & Şimşek, 2021). Against this backdrop, this article will discuss the complex interactions between spiritual intelligence and youth fortitude, focusing on family structure. By understanding the variations in spiritual intelligence and fortitude levels across nuclear and joint family systems, this research aims to provide insights into the social and psychological factors that contribute to the well-being of young individuals. (Khandelwal & Singh, 2023) The findings of this study hold significance for educators, counselors, and policymakers in designing interventions and support systems that enhance fortitude in youth. It also emphasizes the fact that spiritual intelligence is the building block of developing strong, adaptive, and emotionally healthy persons who can cope with modern life (Lodha & Kashyap, 2016).

1.1 Social Skills and Fortitude

Social Skills

Social skills are interpersonal skills that allow individuals to interact positively with others and effectively carry out tasks, including but not limited to communication, building positive relationships, cooperating with others, resolving conflicts, and behaving appropriately in the context of various social situations. Social skills play a major role in fostering emotional well-being, helping youth to succeed academically, and helping youth to socially adjust in a healthy manner. According to Gresham and Elliott (1990), the social skills necessary for successful interpersonal functioning, including the ability to successfully communicate, cooperate, be empathetic, demonstrate responsibility, demonstrate self-control, and be assertive.

Fortitude, In terms of psychological strength, fortitude is an individual's ability to face and/or overcome adversity, face and/or overcome challenges, and be persistent despite being under stress. To have fortitude indicates a sense of courage, determination, emotional stability, and ability to positively respond in times of difficulty. Pretorius (1998) describes fortitude as the psychological resource individuals possess, which is derived from a positive self-perception, family support, and social support systems outside of the family, allowing them to better cope with stress and adversity. Previous studies have consistently reported that individuals with strong social skills are better equipped to develop supportive relationships, regulate emotions, and utilize adaptive coping strategies, which ultimately strengthen their level of fortitude (Ciarrochi, Heaven, & Davies, 2007; Elias et al., 1997).

Fortitude

The ability to "bounce back", deal with, overcome, or grow stronger as a result of suffering challenges or damages is referred to as fortitude. (Cerit & Şimşek, 2021) defines fortitude as the combination of risk and protective variables. (Ravikumar & Dhamodharan, 2014) defines fortitude as an adaptability in the face of danger and adversity. (Kumari, 2024) found that those with strong self-reported fortitude are more likely to utilize positive emotions to "bounce back" from negative situations. Empirical data reveals that fortitude is based on a wide range of genetic, biochemical, psychological, and environmental components. Although fortitude resources might possess immediate impacts on health and well-being outcomes, stress experiences work as protective mechanisms within the manner in which affect physical health, functionality, subjective well-being, as well as psychological well-being.

1.2 Importance of Studying Social Skills and Fortitude Among Youth in Today's Socio-Cultural Context

Today's youth are growing up in a world that is continuously changing in terms of its social and cultural environment. The importance of having social skills and fortitude has never been more crucial than it is right now as young people face a variety of obstacles in their lives. These obstacles include academic competition, social pressures, technological influences, and related to their future careers all of which require them to have both strong social and interpersonal skills as well as psychological strength to get through them. While social skills provide youth with the ability to effectively communicate and create strong, healthy relationships, resolve conflict peacefully, and work cooperatively with others, fortitude provides them with determination, confidence, and an emotionally stable sense of self when faced with tough situations. Both of these attributes create opportunities for improvement in mental health, personal development, and successful outcomes for youth in adapting to the constantly changing social environment. By understanding the connection between social skills and fortitude, educators, counselors, and policymakers can develop effective interventions that foster holistic development in our youth and prepare them to effectively meet the challenges of their future (Gresham & Elliott, 1990; Pretorius, 1998; WHO, 2020).

1.3 Relevance of Family Structure in Shaping Social Skills and Fortitude

Family structure plays a foundational role in shaping both fortitude and social skills in individuals. emotional security and supportive family interactions help develop effective social skills and strengthen fortitude among youth. Through supportive interactions, families instill values such as perseverance, empathy, and problem-solving, equipping youth to face adversities with confidence (Arnout et al., 2019). On the other hand, fragmented or dysfunctional family structures can negatively affect the development of social skills and fortitude. Social skills are developed through everyday family interactions, communication patterns, emotional support, and opportunities for cooperative learning. Youth growing up in supportive family

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environments are more likely to develop empathy, effective communication, conflict-resolution abilities, and self-confidence, which contribute to higher levels of fortitude.

LITERATURE REVIEW

2.1 Introduction

This literature review consists of a comprehensive analysis of literature and studies related to the relationship between social abilities and fortitude in children and adolescents and their potential contribution to positive psychological outcomes. It also evaluates the existing literature regarding how different forms of family structures, such as nuclear and extended families, will impact an individual's ability to develop socially competent and psychologically resilient skills. Additionally, the literature review will examine current gaps in the literature related to how social skills can impact the development of fortitude in children and adolescents based on their family structure. This provides the basis of the current replication study (Gresham & Ellis, 1990; Pretorius, 1998).

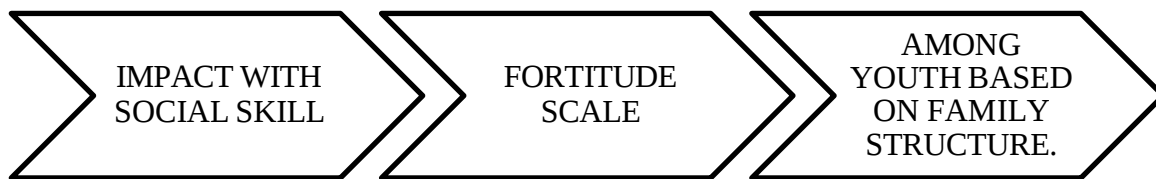


Figure 2 Conceptual framework

Sr. No.	Author(s)	Year	Findings	Conclusion
1	Gresham & Elliott	1990	Developed the Social Skills Rating System (SSRS) to assess communication, cooperation, assertiveness, empathy, and self-control among children and adolescents.	Social skills are essential for positive interpersonal relationships and healthy psychological development.
2	Pretorius	1998	Introduced the concept of fortitude as a psychological strength influenced by self-appraisal, family support, and external resources.	Fortitude helps individuals cope effectively with stress and adversity.
3	Denham	2006	Reported that children with better social competence demonstrate higher emotional regulation and better peer relationships.	Social skills are important predictors of emotional and social adjustment.
4	Ciarrochi, Heaven & Davies	2007	Adolescents with stronger social and emotional competencies showed better coping abilities and psychological adjustment.	Social skills positively contribute to psychological well-being and personal development.
5	Durlak, Weissberg, Dymnicki, Taylor & Schellinger	2011	Social and Emotional Learning (SEL) programmes significantly improved students' social skills, behaviour, and academic performance.	Developing social skills enhances overall psychological functioning and life outcomes.
6	Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab & Shriver	1997	Life skills education improves communication, decision-making, interpersonal relationships, and emotional competence among youth.	Social skills are fundamental for healthy personal and social development.
7	Taylor, Oberle, Durlak & Weissberg	2017	Long-term follow-up studies confirmed that students receiving SEL interventions demonstrated	Social skills have lasting positive effects on psychological strength and adjustment.

			improved social behaviour and emotional well-being.	
8	Jones, Bailey & Brush	2021	Social-emotional learning programmes improved communication, cooperation, empathy, and emotional regulation among adolescents.	Strengthening social skills promotes positive youth development and psychological well-being.
9	Rubin, Bukowski & Parker	2006	Positive peer relationships and effective social interaction were associated with better emotional adjustment and self-confidence.	Family and peer interactions play a significant role in developing social competence.
10	Domitrovich, Durlak, Staley & Weissberg	2017	Family and school environments jointly influence the development of social-emotional competencies in adolescents.	Supportive family environments strengthen social skills and contribute to greater psychological strength and fortitude.

2.2 Research gap

While previous studies have explored the roles of social skills, fortitude, and family structure independently or in specific contexts, there is a lack of comprehensive research examining how social skills impact fortitude among youth across different family structures. Additionally, few studies have investigated the interplay among these factors, focusing on cultural and societal dynamics unique to youth populations.

METHODOLOGY

The complete sample was drawn from the member institutions of Dehradun. The investigation was done in the year 2025.

3.1 Objective

1. To examine the level of social skills among youth based on different family structures.
2. To compare the fortitude of youth belonging to nuclear and joint families.
3. To determine the influence of social skills on fortitude among youth.

3.2 Method of data collection

In the wake of the current pandemic, an online questionnaire was prepared using excel to collect data (Arnout et al., 2019). For our study, we administered a questionnaire to 100 postgraduate students from five component colleges of Dehradun. In total, the number of responses obtained was 76; however, after screening and selecting the right students, there was an equal number of males and females brought into data was collected through structured surveys with youth from nuclear and joint families. This approach not only ensured a balanced gender representation but also suited the constraints posed by the pandemic, allowing for effective and efficient data collection in a manner that prioritizes the safety and convenience of the participants (Ravikumar & Dhamodharan, 2014).

3.3 Sample size

The final sample size for this study comprised 100 postgraduate students drawn from the five constituent colleges of Dehradun, in which an equal number of males and females were present. That was the required balanced sampling to ensure reliability and the validity of research findings.

Where:

reZ= 1.959 (confidence interval with a 95% z-score)

p= 0.5 (to account for the widest possible range)

E= 0.05 (error margin)

N= 94 (whole population)

$$\text{Sample size} = \frac{\frac{z^2 \cdot p \cdot (1-p)}{e^2}}{1 + \frac{z^2 \cdot p \cdot (1-p)}{e^2 \cdot N}}$$

$$\text{Sample size} = \frac{\frac{1.959^2 * 0.5 (1-0.5)}{0.0025 * 94}}{1 + \frac{1.959^2 * 0.5 (1-0.5)}{0.0025 * 94}}$$

$$1.959^2 = 3.8416$$

$$0.5 \times (1-0.5) = 0.25$$

$$3.8416 \times 0.25 = 0.9604$$

$$\text{Sample size} = \frac{0.9604}{0.0025 * 94} = \frac{0.9604}{0.235} = 4.087$$

$$\text{Final calculation: } 1 + 4.087 = 5.087$$

$$\text{Sample size} = \frac{384.16}{5.087} \approx 75.54$$

The sample size is approximately 76.

3.4 Data collection Tool

Social skills

Social skills were assessed using the Social Skills Scale developed by Dr. M. N. K. Rao and Dr. P. P. Rao.

Fortitude scales

Fortitude was evaluated using the Fortitude Scale developed by (Mallick & Kaur). The scale is a self-report questionnaire designed to assess resilience. It was shown to be reliable and precise in assessing resilience.

Statistical tools

We have used SPSS for the data analysis for the data analysis with the help of the difference tools like

Arithmetic Mean

To get the mathematical mean, we add together all the values from nuclear and mixed families and divide that sum by the total number of observations.(Cerit & Şimşek, 2021).

$$A = \frac{1}{n} \sum_{i=1}^n X_i$$

Standard Deviation

A complete sample's standard deviation measures the dispersion of its mean value with respect to the total number of members. It was used to ascertain the average ratings of several elements pertaining to family structure characteristics. The formula for it is this: (Yousefi et al., 2024).

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

T-test

Finding statistical differences between joint with nuclear homes with respect to the mean scores focus spiritual intelligence combined Fortitude was the focus of the study. A specific formula was used (Cerit & Şimşek, 2021):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Z-test

The analysis was conducted to identify gender-based and familial structural inequalities across many dimensions including independent and dependent variables to discover substantial disparities(Cerit & Şimşek, 2021).

DATA ANALYSIS

This research assessed quantitative data collected from the online questionnaire using suitable statistical methodologies. This research sought to discern patterns, correlations, and distinctions in the variables of interest, particularly examining the influence of spiritual intelligence on Fortitude among kids from various household systems.

4.1 Descriptive analysis

Age	Frequency	Percent
20–23 years	36	47.4
24–26 years	26	34.2
27–29 years	8	10.5
Above 30 years	6	7.9
Gender	Frequency	Percent
Female	32	42.1
Male	44	57.9
Education Level	Frequency	Percent
High School	32	42.1
Undergraduate	25	32.9
Postgraduate	12	15.8
Other	7	9.2
Family Structure	Frequency	Percent
Joint Family	24	31.6
Nuclear Family	52	68.4
Employment Status	Frequency	Percent
Employed	22	28.9
Self-employed	7	9.2
Student	29	38.2
Unemployed	18	23.7
Do you participate in social or group activities regularly?	Frequency	Percent
No	14	18.4
Yes	62	81.6

The demographic information sheds light on the make-up of the young people who participated in the research on the effect of spiritual intelligence on Fortitude as it relates to family composition. Nearly half of the people who filled out the survey are between the ages of 20 and 23, with a further 34.2% falling into the 24-26 age bracket. The representation of older age groups is lower, with only 10.5% aged 27–29 years and 7.9% above 30 years, indicating a predominantly younger demographic. In terms of gender, males constitute 57.9% of the sample, while females represent 42.1%. The educational background shows that 42.1% of respondents have completed high school, while 32.9% are undergraduates, 15.8% have postgraduate degrees, and 9.2% fall into the 'Other' category, suggesting a diverse educational attainment among the youth. Regarding family structure, a majority of the participants (68.4%) come from nuclear families, whereas 31.6% belong to joint families. Employment status reveals that 38.2% are students, 28.9% are employed, 9.2% are self-employed, and 23.7% are unemployed, indicating a considerable focus on education within this group. Lastly, a notable 81.6% of respondents actively engage in social or group activities, suggesting a strong inclination towards social skills among the youth, whereas 18.4% did not. The study's emphasis on spiritual intelligence along with its possible effect on Fortitude may explain this high proportion. Overall, the demographic profile reflects a predominantly young, educated population with diverse family structures and a strong engagement in spiritual practices, providing a relevant context for the research findings.

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Table 1. Comparison of Mean Scores ($\pm$ SD) of Youth Based on Family Structure Across Different Dimensions of Social Skills

Dimensions Regarding Social Skills	Total Number (n=76)	Joint Family (n ₁ =38)	Nuclear Family (n ₂ =38)	t-value
Communication Skills	32.45 $\pm$ 6.34	34.12 $\pm$ 5.48	30.78 $\pm$ 6.96	2.56*
Cooperation Skills	70.12 $\pm$ 11.25	72.50 $\pm$ 9.75	67.74 $\pm$ 12.56	2.10**
Empathy	21.67 $\pm$ 5.32	22.80 $\pm$ 4.12	20.55 $\pm$ 6.18	1.85*
Self-Control	37.28 $\pm$ 5.91	38.75 $\pm$ 5.03	35.81 $\pm$ 6.46	2.41*
Assertiveness	80.10 $\pm$ 15.67	82.50 $\pm$ 14.32	77.70 $\pm$ 16.18	1.85*
Social Responsibility	47.12 $\pm$ 8.50	48.50 $\pm$ 7.34	45.74 $\pm$ 9.02	1.98*
Overall Social Skills	289.00 $\pm$ 54.12	295.00 $\pm$ 42.51	283.00 $\pm$ 61.38	2.17

*** Significant at one per cent level

Comparison of social skills of youth living in joint and nuclear families is shown in Table 1. Youth who live in Joint Families have higher average scores than their peers living in Nuclear Families across all aspects of social skills examined. Youth from Joint Families also had an overall average score of 295.00 $\pm$ 42.51, while those from Nuclear Families had an average score of 283.00 $\pm$ 61.38 which indicates that youth living in Joint Family environments have an advantage in regards to developing their social skills.

Table.2 Differences in Mean Scores ($\pm$ SD) of Youth Based on Family Structure Across Various Levels of Social Skills

	Total (n=76)	Joint Family (n ₁ =38)	Nuclear Family (n ₂ =38)	
Levels of Social Skill	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD	Z-value
High	350.25 $\pm$ 10.15	351.40 $\pm$ 12.00	349.10 $\pm$ 8.50	0.25
Average	310.75 $\pm$ 13.25	311.80 $\pm$ 13.60	309.70 $\pm$ 12.90	0.45
Low	220.15 $\pm$ 45.30	222.80 $\pm$ 46.50	217.50 $\pm$ 44.30	0.35

The analysis of social skills levels among youth based on family structure reveals some interesting findings. The total mean score for high social skills was 350.25 ($\pm$ 10.15), with individuals from joint families scoring slightly higher (351.40 $\pm$ 12.00) than those from nuclear families (349.10 $\pm$ 8.50), although the Z-value of 0.25 indicates no significant difference between the two groups. For average social skills, the total mean score was 310.75 ($\pm$ 13.25), with joint family members again showing a marginally higher mean (311.80 $\pm$ 13.60) compared to their nuclear family counterparts (309.70 $\pm$ 12.90); the Z-value of 0.45 suggests this difference is also not statistically significant. In terms of low social skills, the total mean score was 220.15 ($\pm$ 45.30), with joint families scoring 222.80 ($\pm$ 46.50) and nuclear families 217.50 ($\pm$ 44.30). The Z-value of 0.35 indicates no significant differences in this category either. Overall, while joint families show slightly higher mean scores across all levels of social skills, these differences do not reach statistical significance, suggesting that family structure may not have a substantial impact on the social skills of youth in this sample.

Table.3 Comparative mean scores ($\pm$ SD) of kids about fortitude based on their familial structure

Variable	Total (n=76)	Joint Family (n ₁ =38)	Nuclear Family (n ₂ =38)	t-value
	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD	
Fortitude	125.50 $\pm$ 20.50	128.00 $\pm$ 21.30	123.00 $\pm$ 19.70	1.98*

The comparative analysis of fortitude scores among youth based on family structure reveals significant findings. The overall mean fortitude score for the total sample of 76 youth is 125.50 ($\pm$ 20.50). When broken down by family structure, youth from joint families have a mean score of 128.00 ($\pm$ 21.30), while those from nuclear families have a lower mean score of 123.00 ($\pm$ 19.70). There exists a statistically significant difference

with respect to the fortitude score of youth from joint versus nuclear families, as pointed out by the t-value of 1.98. It means that children belonging to joint families report more fortitude than their counterpart siblings residing in nuclear families. The difference in mean scores really shows that the family structure might influence the fortitude of youths, indicating that the friendly environment usually found in joint families might be the reason for fortitude among young individuals.

Table.4 Mean score ($\pm$ SD) variations in Fortitude based on young family structure

Levels of Fortitude	Total (n=76)	Joint Family (n1=38)	Nuclear Family (n2=38)	Z-value
	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD	
High	160.00 $\pm$ 4.00	162.00 $\pm$ 4.50	158.00 $\pm$ 3.50	1.56
Moderate	130.00 $\pm$ 10.00	132.50 $\pm$ 10.50	127.50 $\pm$ 9.50	2.00**
Low	70.00 $\pm$ 15.00	72.00 $\pm$ 20.00	68.00 $\pm$ 10.00	2.50**

The examination of fortitude levels among youth based on family structure highlights some noteworthy differences. For high fortitude, the overall mean score is 160.00 ($\pm$ 4.00), with youth from joint families scoring a mean of 162.00 ($\pm$ 4.50) and those from nuclear families scoring 158.00 ($\pm$ 3.50). The Z-value of 1.56 indicates that the difference in high fortitude scores between the two family structures is not statistically significant. In the moderate fortitude category, the total mean score is 130.00 ($\pm$ 10.00), with joint families reporting a mean of 132.50 ($\pm$ 10.50) and nuclear families a lower mean of 127.50 ($\pm$ 9.50). The Z-value of 2.00 suggests a statistically significant difference, indicating that youth from joint families exhibit higher moderate fortitude compared to their nuclear family counterparts. For low fortitude, the total mean score is 70.00 ($\pm$ 15.00), with joint families at 72.00 ($\pm$ 20.00) and nuclear families at 68.00 ($\pm$ 10.00). The Z-value of 2.50 indicates a statistically significant difference, suggesting that youth from joint families show lower levels of low fortitude than those from nuclear families. Overall, the results show that family structure significantly impacts fortitude levels, and that generally, youth from joint families exhibit higher resilience, especially in moderate and low fortitude categories.

Table 5. Influence of Social Skills on Fortitude Among Youth from Joint and Nuclear Families

Family Structure	Coefficient (β)	Std. Err.	t-value	p-value
Joint Family (n ₁ = 38)				
Intercept/Constant	60	15	4.00	0.0001
Social Skills	0.25	0.06	4.17*	0.0003
R ²	0.18			
Nuclear Family (n ₂ = 38)				
Intercept/Constant	80	12	6.67	1.23E-09
Social Skills	0.15	0.05	3.00*	0.004
R ²	0.15			

Social skills has an important role on the fortitude of youth raised in joint or nuclear families, as indicated by Table 5 (demonstrating that improved developmental social skills positively correlated and statistically significantly influenced; $p = 0.0003$; $\beta = 0.25$ {joint} and $p = 0.004$; $\beta = 0.15$ {nuclear}). As such, the research results support the hypothesis that the development of strong relationship-based social skills equate with higher levels of individual fortitude; however, the relationship appears to be more pronounced for participants who were raised in the larger, more integrated context of a joint family.

4.2 The Influence of Social Skills on Fortitude Among Youth from Joint and Nuclear Families

Comparing the Averages of Fortitude by Family Type: Participants who come from families with more than one generation (joint) had a higher average Fortitude score (128.00; $s=21.30$) compared to participants who come from a nuclear family (123.00; $s=19.70$) and this difference was statistically significant ($t=1.98$, $p<.05$) which indicates that growing up in a joint family provides a better environment to develop psychological strengths than living in a nuclear family.

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Social Skills and Fortitude: Multiple regression was used to analyze the data and indicated that social skills had a statistically significant positive effect on participants' Fortitude in both family structures. Specifically, for participants from joint families, social skills predicted Fortitude ($\beta=.25$, $SE=.06$, $t=4.17$, $p=.0003$) and accounted for 18% of the variance in Fortitude ($R^2=.18$). For participants from nuclear families, social skills also predicted Fortitude ($\beta=.15$, $SE=.05$, $t=3.00$, $p=.004$) and accounted for 15% of the variance in Fortitude ($R^2=.15$). Overall, the results of the analysis support the hypothesis that social skills have a positive effect on participants' Fortitude and that this positive effect is stronger for participants from joint family structures.

RESULT AND DISCUSSION

The findings of the present study indicate noticeable differences in social skills and fortitude among youth from joint and nuclear families. Youth belonging to joint families reported a higher mean fortitude score (128.00 ± 21.30) than those from nuclear families (123.00 ± 19.70), with a statistically significant difference ($t = 1.98$). This suggests that the supportive environment and greater interpersonal interactions in joint families may contribute to the development of higher levels of fortitude among youth.

Further, the regression analysis revealed that social skills have a significant positive influence on fortitude in both family structures. Among youth from joint families, social skills significantly predicted fortitude ($\beta = 0.25$, $t = 4.17$, $p = 0.0003$), explaining 18% of the variance ($R^2 = 0.18$). In comparison, social skills also showed a positive and significant influence on fortitude among youth from nuclear families ($\beta = 0.15$, $t = 3.00$, $p = 0.004$), accounting for 15% of the variance ($R^2 = 0.15$). These findings indicate that higher social skills are associated with greater fortitude among youth, with the relationship being comparatively stronger in joint families. Overall, the study suggests that family structure plays an important role in strengthening the positive influence of social skills on fortitude among young individuals.

CONCLUSION

The present study revealed a substantial positive effect on youth fortitude as a result of developing positive social skills. Family structure, as evidenced in this study's sample of youth from both joint (extended) and nuclear family types, played an important part in determining how social skills positively affect youth fortitude. Youth from joint families demonstrated that they had greater levels of fortitude than youth from nuclear families. This may be due to the fact that youth from joint families received more social and emotional support; have greater opportunities for social interaction and shared family responsibilities. Therefore, both family types demonstrated that developing social skills within a family has a positive predictive effect on youth fortitude; however, social skills had a stronger positive effect on youth fortitude for those who lived in joint families as compared to those youth living in nuclear families. Thus, promoting social skills through family-based, school-based or community-based interventions can help improve youth fortitude, and thus, improve their overall levels of psychological well-being and positive growth and development.

FUTURE SCOPE OF THE STUDY

This is an initial investigation into how social skills affect the development of fortitude in adolescents from different family compositions. Future studies should examine larger and more diverse samples across different geographic areas in order to generalize these results. Additional research could examine variables such as emotional intelligence, self-esteem, academic performance, and socioeconomic status as correlates of social skills and fortitude. Longitudinal and/or intervention studies could also evaluate the effect of social skills training on developing fortitude in adolescents. Results from this research would allow for the development of effective educational, psychological, and family-based program designs aimed at fostering positive outcomes for youth...

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