



Effect Of Classroom- Based Resistance Training With And Without Lifeskills Training On Adolescents

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ABSTRACT

As a whole, people grow and change as a result of their educational experiences. A well-rounded individual is more easily produced by a youngster who has had a solid educational foundation. There are two main levels of formal education: elementary (grades I–8) and secondary (grades I–XII). Adolescents nowadays face a number of challenges, including mounting social pressures, increased complexity, ambiguity, and diversity; fast environmental change; and persistent poverty. These factors place them at a crossroads in their life, and they do not know what the future holds as they prepare to enter adulthood and the workforce. The world is experiencing profound upheaval and transformation as we enter the 21st century. Among the most impacted are the teens. Adolescents, who will one day lead our nation, need to have a solid foundation in fundamental life skills. Selected at random from a pool of 300 secondary school students, the research looked at how self-concept relates to fundamental life skills. Having strong core affective life skills is associated with a more positive self-concept among teenagers, according to the study's major results. This suggests that adolescents who have these abilities tend to have more confidence overall.

KEYWORDS: Life Skill, resistance training, Adolescence, self-concept.

Introduction

Many 'lifestyles' have emerged in modern society, particularly among young people, as a result of the fast evolution of moral, ethical, and religious standards. Inbuilt social buffers (such as the extended family structure, the smaller personal community, and closed uniform culture—in the narrower circle of life, conventional ways of thinking, etc.) are no longer accessible to today's teens. The teenager is now dealing with a tremendous amount of stress. The increasing rates of youth suicide and criminality are manifestations of this. A fresh set of tools and strategies to handle life's challenges must be made available to today's youngsters immediately. Because society recognizes the "individual" rather than the "system" as its fundamental element, it is critical to assist young people in developing the innate abilities to deal with a broad range of decisions, changes, and stresses.

The Latin verb "adolescere" yields the English word "adolescent" and its obvious literal

meaning, "to grow" or "to grow to maturity," provides enough context for the English word. In modern use, the word "adolescence" encompasses more than only boys and girls. Mental, emotional, and social development are all a part of it. Some works from the separate past provide the basis for the idea of adolescence as a stage of life separate from childhood and maturity. While adolescence is certainly one of the most interesting and eventful times of a person's life, it is also one of the most difficult. Adolescents undergo a metamorphosis into adults during this period, taking on more responsibility and gaining independence. Their quest for self-discovery is ongoing. They strive to establish their own identity while simultaneously questioning and appreciating the ideals of the adult world. Their maturation into responsible, loving adults is facilitated by the skills they acquire throughout adolescence. Supported and encouraged by loving adults, teenagers reach unfathomable heights, developing into capable adults who make significant contributions to their families and communities.

"Self Concept" refers to the whole of an individual's physical and mental assets that may be considered their own. Everything that gives rise to a constant, self-aware awareness of one's own existence—impressions, thoughts, and feelings—make up what is known as the self. It is the sum of a person's thoughts, emotions, and perspectives about himself. It encompasses an individual's perception of their own value, as well as their ideal self-concept and the person they want to be.

A more modern idea has emerged in Western thought: the "self" as an entity distinct from one's social environment and interpersonal connections. This is not to say that we can ignore the impact of society. The centrality of other individuals in shaping our self-perception has been acknowledged by psychological theories of the self since their inception. A person's sense of identity, according to William James (1890), emerges from interactions with others. He said that we establish opinions about ourselves based on how we measure up to other people. The significance of social contact in shaping one's self-concept was also highlighted by G.H. Mead (1934). According to him, social expedients have a direct impact on the formation of one's self-concept. A person's self-concept or self-identity is their comprehensive idea of who they are, according to Wikipedia.org. A person's thoughts, habits, beliefs, and attitudes may shape their physical, psychological, and social aspects, which make up their self-concept. There is an innate sense of self-awareness in every person. Because some people go about their daily lives at work or in social situations without giving any thought to their true selves or their place in the world, some people tend to be more aware of this than others.

A healthy and realistic self-concept may be developed by each individual; the possibilities are almost endless. With the right people, environments, policies, programs, and procedures in place, this potential may be brought to fruition. recognizing one's self is more of an interior

aspect in one's life, distinct from one's outward appearance, thus it's not as simple as recognizing one's reflection in the mirror. How individuals see themselves and their interactions with others greatly influences their experiences, both positive and negative, in many aspects of life.

The capacity to adapt and behave positively so that one may successfully cope with the demands and problems of daily life is a core life skill. Being adaptive implies that you can change your approach and adapt to new situations. When a person acts positively, it shows that they are forward-thinking and can discover chances and optimism even in the most challenging situations. Life skills are "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life," according to the World Health Organization (W.H.O.). As stated by UNICEF, "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills" is what life skills are all about. In a nutshell, life skills are competencies that equip young people to deal with the challenges of adulthood while maintaining their mental health. A life skill is "the set of personal and social abilities that enable an individual to successfully navigate their immediate environment, as well as their relationships with others and the larger community" (TACADE, UK). Every person needs a set of "life skills" in order to get by in this world. Personal resilience is the capacity to respond positively and adaptively to the stresses and strains of daily life. The ability to identify and articulate one's emotions, provide and receive constructive criticism, identify and challenge preconceived notions, establish reasonable and achievable objectives, and use various approaches to solve problems are all fundamental life skills. Put another way, life skills are those that help individuals be physically, mentally, and emotionally healthy, as well as competent when confronted with the challenges that life throws at them.

Literature review

The Institute of Development Management in Lesotho, under the direction of Lineo Kolosoa, examined teenagers' life skills in a 2019 research. Life skills education has been integrated into both secondary and higher education with the aim of enhancing the quality of education overall, making sure that everyone has equal access to the right kind of education, and helping with programs like Education for All (EFA) and the Millennium Development Goals (MDG). The goal was to take a look at the essentials of Lesotho's life skills programs that aim to combat issues including drug and alcohol misuse, poverty, and the spread of HIV/AIDS. The research looked at elementary schools, secondary schools, and universities to see how the programs were run and assessed. To gather qualitative data, we reviewed and analyzed documents, as well as interviewed policymakers from the Ministry of Education and Training, college deans of the faculty of education, school principals, school officials, and curriculum developers. The results

shed light on several problems and opportunities related to evaluation and assessment, program quality, and teacher ability. The research suggests that the Lesotho government extend the programs to students engaging in open and distance learning (ODL) as a whole, so that important life skills may be completely accessible and equitable.

At the University of Madras, an International Workshop on Life Skills Education for Youth Development was hosted in 2016 by the Department of Adult and Continuing Education. The UGC provided financial and logistical assistance for the Workshop. One of the primary takeaways from the session was the need of equipping young people with the mental health and confidence they'll need to thrive in the face of adversity. Adolescents may benefit greatly from incorporating health-promoting habits into their daily routines as they gain life skills. The goals of the workshop were to create a training manual on life skills education, create learning modules for life skills education, and incorporate life skills education into college curricula. Other objectives were to design and develop training methods and programs for colleges and the community.

Chicago Public Schools (CPS) acknowledged that its alums were still having trouble finding work, according to Gamble, B. (2016) in his piece on teaching life skills for Student Success. Furthermore, they came to the conclusion that even among graduates who did manage to get work, job retention was a major challenge. Teachers in Chicago enlisted the help of All kids Can Learn to develop courses that teach kids, from those in junior high all the way through college and beyond, how to be marketable to potential employers. Afterwards, CPS successfully piloted this curriculum. The essay details the reactions of both educators and students to this course of study.

The authors of the essay "Developing an Entrepreneurial Life Skills Summer School" (Jones, Brian, and Iredale, Norma, 2016) said that the need of fostering an entrepreneurial spirit has been emphasized by successive UK administrations. There has been a lot of pressure on educators to include more entrepreneurial thinking into curricula at all grade levels, and there is a growing need for fresh approaches to introducing the concept. One summer program that is part of this effort was detailed in this article. Enterprise education is a new pedagogical approach and strives to fundamentally transform the educational experience, in contrast to conventional ways of teaching and learning, which were emphasized in the competitions. Some have argued that the more rigid, pre-industrial style of education is more in line with the requirements of the "old" economy, while the more entrepreneurial style is better able to meet the demands of the more fluid, modern market economy.

Adolescence, according to M.K.C.Nair's (2015) article, was a time of experiencing and growing.

Help and direction was required for adolescents in the following areas: making decisions, solving problems, developing interpersonal skills, being self-aware and empathetic, handling stress, and controlling their emotions. A person may be pleading for professional assistance under the surface of an adolescent's violent outbursts, abrupt mood changes, and associated interpersonal issues. Adolescents need special attention while seeking assistance, since it is not easy for them to admit they have a problem. Adolescents have a solid community support system in the Family Life and Life Skills Education Program.

In 2013, Sharma S. produced a study on assessing secondary school students' life skills. The purpose of this research was to determine the current level of life skills among secondary school students in Kathmandu and to create a scale to quantify these abilities. Her research led her to the conclusion that the majority of educators lacked familiarity with the idea of life skills. There was a strong correlation between a mother's degree of education and her children's level of life skills. Among the many key elements impacting the teenagers' level of life skills, connectedness and familial support stood out.

Results from an examination of tobacco prevention and control initiatives in schools by Zollinger, T.W., Commings, S.F., and Caine, V. (2013) were inconclusive. The purpose of this research was to determine how the Life Skills Training Curriculum affected the knowledge, attitude, and capacity of middle school students in Marion County, Indiana, to make informed lifestyle choices. Life Skills Training was implemented in the study schools from 1997 to 2000 and was taught to pupils in grades six through eight. Tobacco use behavior, attitudes, and knowledge were compared between program exposed and non-exposed participants using survey data. A little over one-fifth of the students polled were regular smokers. Fewer people were smoking at the time, and more students who participated in the program said they would continue to not smoke. Participants reported feeling more confident in their ability to decline a cigarette offer and reported spending less time "hanging out" with smokers. There was an improvement in students' understanding of smoking's negative impacts on health after they finished the Life Skills Teaching Curriculum. The program's impact varied across racial and gender lines, as well as between White and Black pupils.

The efficacy of a program to discourage drug abuse in reducing alcohol and tobacco use among third through sixth graders in an elementary school setting was studied by Botvin, G.J., Griffin, K.W., Paul, E., and Macaulay, A.P. (2013). General social competence and the ability to withstand social pressure are among the abilities taught in the preventative program. A total of 1090 students from 20 schools were surveyed regarding their drug use habits, attitudes, levels of knowledge, normative expectations, and other relevant factors. Half of the schools received the prevention program, while the other half served as a control group. Both the individual and school levels of analysis were performed on the data.

In December 1998, a workshop on life skills education was hosted by UNESCO in collaboration with the Ministry of Human Resource and Development. In order to help out-of-school kids deal with real-world challenges, the workshop's overarching goal was to identify a life skills approach that could be included into the Non Formal Education curriculum. The program's developers had these intentions when they set out to create it: to get everyone involved—staff, parents, peers, and the community—involved in helping out-of-school kids build positive character traits; to make sure the kids are really committed to their families; and to teach them to work together to solve problems. In order to help the students deal with peer pressure. Life skills education should be integrated with health and significant life problem education, rather being taught separately, as was previously said. Everyone requires life skills, and the workshop's key takeaway was that non-formal education programs should be designed to include these.

In a research on secondary school students' knowledge, attitudes, and abilities regarding population concerns, Abraham (1991) discovered that sex, religious affiliation, and parental education level significantly influenced students' understanding of the topic.

It appeared that caste was a significant variable in both awareness of and attitude towards the population problem and population education, according to Agarwal (1990), who investigated the topic among elementary and secondary school teachers.

Researchers Botvin, G.J., Baker, et al. (1984) looked at ways to keep people from abusing substances. Through the promotion of general life skills and the instruction of strategies for resisting direct interpersonal temptation to use these drugs, the preventative approach aimed to decrease intrapersonal pressure to smoke, drink excessively, or use marijuana. Peer leaders' implementation of the preventive program significantly reduced cigarette smoking, heavy drinking, and marijuana usage, according to the results. In addition, there were noticeable changes in some personality, attitude, and cognitive risk factors that are not associated with drug abuse. These findings lend credence to the idea that a comprehensive approach to preventing smoking is effective and, to a lesser extent, that it may be used to combat other types of drug dependence.

Researchers Botvin, G.J., Eng, A., and Williams, C.L.(1980) looked at the effectiveness of life skills training in avoiding the start of cigarette smoking. Students in eighth, ninth, and tenth grades in New York were studied to determine the efficacy of a 10-session social psychology program aimed at preventing cigarette smoking. It was the goal of the program to help students deal with anxiety better, lessen their vulnerability to indirect social influences that promote smoking, and

strengthen their ability to resist direct pressures to smoke, all of which contribute to the development of a smoking habit. Allied health experts led the program, which included activities including role-playing, behavior practice, and group discussions. The percentage of newly-diagnosed "experimental smokers" differs significantly between the two groups compared to the control group. It seems that the experimental group did indeed experience a drop in beginning smoking behavior for the expected reasons, since there were considerably bigger post-test changes on numerous knowledge and psychological variables.

Objectives of the study

- 1) One goal is to research how adolescents' self-concepts relate to their core affective life skills.
- 2) To research the association between Core cognitive life skills and Self-Concept of adolescents.

Hypothesis of the study

There is no significant relationship between Core affective life skills and Self Concept of adolescents.

Sample

Students from 10 different public high schools were randomly chosen for the study. One hundred and thirty high school students from ten different Nagpur municipal government senior secondary schools made up the sample.

Tool Used

The researchers relied on Dr. Pratibha Deo's Self Concept and a self-designed test of core life skills that included 50 statements spanning 10 domains: stress management, empathy, interpersonal relationships, emotional regulation, self-awareness, decision-making, creative problem-solving, effective communication, and self-awareness. The reliability of the test in terms of split-half and test-retest is 0.79 and 0.80, respectively.

Data Analysis

Relationship between Core Affective life skills and Self Concept of adolescents.

Analysis of Self Concept and Core Affective Life Skills:

Hypothesis H₀₁ There is no significant relationship between Core affective life skills and Self-Concept of adolescents.

Correlations

		SELFCONCEPT	CORE AFFECTIVE LIFESKILLS
SELFCONCEPT	Pearson Correlation	1	.251
	Sig. (2-tailed)		.001
	N	300	300
COREAFFECTIVE LIFESKILLS	Pearson Correlation	.251	1
	Sig. (2-tailed)	.001	
	N	300	300

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251	.051	.048	15.124

Pearson Coefficient of Self Concept and Core Affective Life Skills

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2734.267	1	2832.987	13.142	.001
	Residual	51425.657	299	213.251		
Total		54325.684	300			

Examining Dissimilarities in Fundamental Emotional Life Competencies and Self-Concept Conclusions drawn from the hypothesis testing of Self-Concept with Core Life Skills: Making Sense of the Correlation Valuation: The Pearson coefficient of correlation ($r=0.251$) between self-concept and core affective life skills indicates a statistically significant relationship at the 0.01 or 1% (2-tailed) level. Therefore, there is a direct relationship between the independent variable (self-concept) and the dependent variable (core affective life skills).

Conclusion

The Connection Between Adolescents' Concepts of Themselves and Crucial Competencies in Emotional and Cognitive Areas of Life: In order to evaluate H01, the researchers set out to determine if there was a correlation between adolescents' self-concept and their fundamental emotional life skill. There was a favorable association between adolescents' self-concept and their key emotional life skills, according to the data analysis and interpretation. Therefore, we reject the null hypothesis H01. Therefore, the fundamental emotional and cognitive life skills of teenagers with healthy self-concepts are enhanced.

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