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Effect of Physical Fitness Programme on Selected Psychological Variables of Physical Education Teachers

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Abstract

The investigator randomly selected 50 sedentary school teachers between the age group of 35-45 years. Prior to the administration of tests the investigator held a series of meeting with the subjects they were made clear about the objectives and purposes of the test. The testing procedure was explained to them in detail. They were requested to co-operate the participate actively for the same. Mood State Questionnaire (POMS-C Questionnaire) was used as the tool for the study. Mood State was found to have a positive influence upon the experimental group following a 10 week fitness programme. On the subject were involved in the fitness programme which included fun and enjoyment along with exercises and was different from their normal routine. This would have resulted in a positive influence on Mood State. The studies of Sheales (1987), Muller (1985) agree with the conclusion of the study. The 10 week physical fitness programme has brought down drastic change as far as the psychological variables of the teachers are concerned. Significant difference were seen in the experimental group following 10 weeks of fitness programme on mood state.

Keywords: Market Anomalies, Holiday-effect, Efficient Market Hypothesis.

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Introduction

Health is an important social component of total well being of an individual. Health is a state of complete physical and mental harmony. Mental Health is not only the absence of mental illness. It is also the development of mature, well adjustable personalities. Mental Health is an integral component of public and social welfare programme. The physical fitness programmes and regular exercise is the solution for the present day man's physical and mental problems. Regular exercise, can result in additional psychological benefits apart from the physical benefits like reduction in mental tension, improved sense of well-being, improved sleep habits, improved self concept, ability to enjoy leisures, assertiveness, independence and self control.

The first and foremost goal of any health and fitness programme is preventing illness, especially, mental health problems that can affect human life. Through the years, conditions that affect longevity have changed significantly. Physical fitness, is not restricted to a few. But it includes people from all walks of life, i.e.

People who work in industrial and commercial institutions and offices, social workers, students, elders, schoolteachers etc. Physical fitness is a necessary tool not only for their personal interest but also for the secondary group they work for and which ultimately leads to the all round development of the whole nation. Psychological behaviour of teachers affect the children directly. There is a tendency on teachers to express their aggression on children. Family issues and other problems can affect the mood of the teachers. Therefore the investigator made an attempt to study the effect of fitness programme on selected physical and psychological variables of schoolteachers.

Methodology

The investigator randomly selected 50 sedentary school teachers between the age group of 35-45 years. Prior to the administration of tests the investigator held a series of meeting with the subjects they were made clear about the objectives and purposes of the test. The testing procedure was explained to them in detail. They were requested to co-operate the participate actively for the same. Mood State Questionnaire (POMS-C Questionnaire) was used as the tool for the study.

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Results

Table 1

Differences in mean of experimental and control group on mood state (in numbers)

Groups	POMS Factors	Initial Mean	± SD	Final Mean	± SD	Mean Diff.	SE	't' ratio
Exp.	Tension	12.87	± 2.34	11.64	± 1.99	1.20	.33	3.23**
Cont.		13.06	±13.04	12.56	±2.25	.48	.11	.38
Exp.	Depression	13.52	±5.34	12.52	±5.07	.28	.04	3.43**
Cont.		13.52	±5.40	13.48	±5.45	.04	.09	.45
Exp.	Anger	11.76	±2.12	10.84	±2.22	.92	.28	3.25**
Cont.		11.8	±2.12	11.72	±2.05	.08	.11	.71
Exp.	Vigour	18.2	±3.75	19.48	±4.41	-1.28	.35	-3.49**
Cont.		17.92	±3.44	18.2	±2.50	-.28	.16	.74
Exp.	Fatigue	9.84	±3.37	8.8	±2.83	1.04	.30	3.50**
Cont.		9.92	±3.27	10.04	±3.33	-.12	.11	.71
Exp.	Confusion	9.24	±3.20	8.6	±2.84	.64	.16	4.03**
Cont.		9.4	±2.55	9.36	±2.60	.04	.11	.38

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

't' value needed for significance at 0.05 level with 24 degree of freedom is 2.064 and at 0.01 level is 2.769.

Table 1 reveals that in the case of the experimental group significant changes were noticed in POMS factors following 10 weeks of fitness programme. Since the 't' value obtained for POMS factors were 3.23, 3.43, 3.25, 3.49, 3.50 and 4.03 for Tension, Depression, Anger, Vigour, Fatigue and Confusion, respectively, which was higher than the required table value. In case of control group there were no significant changes.

Discussion on Findings

Mood State was found to have a positive influence upon the experimental group following a 10 week fitness programme. On the subject were involved in the fitness programme which included fun and enjoyment along with exercises and was different from their normal routine. This would have resulted in a positive influence on Mood State. The studies of Sheales (1987), Muller (1985) agree with the conclusion of the study.

Conclusion

The 10 week physical fitness programme has brought down drastic change as far as the psychological variables of the teachers are concerned. Significant difference were seen in the experimental group following 10 weeks of fitness programme on mood state.

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