Effects of Physical Training Program on Personality and Self-Efficacy on Sedentary Students

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Abstract

Students will be exposed to a range of activities focused on nurturing the students' knowledge, skill and understanding in a positive learning environment. It is hoped that all students will experience personal success and go on to adopt regular physical activity away from the college community. Finally, it has been argued that the potential psychological and social benefits of physical education, physical activity and sport may indirectly enhance academic performance by enhancing mental health, improving feelings of feelings connectedness with school and by enhancing positive social behaviours (Trudeau and Shephard, 1996). However, it is also possible that intensive exercise could produce negative effects on relevant aspects of quality of life, especially in initially sedentary individuals. These deleterious effects may be short-lived and may decrease over time, or they may only occur in the long run, after the initial short-term behaviour changes have occurred. As with the long-term causes of improvements in functioning due to exercise, little is known about the mechanisms of any negative effects of exercise on general functioning. In summary, preliminary research findings suggest that exercise could serve as a viable behavioural intervention for students with psychological aspects and may result in a series of neurocognitive adaptations.

Keywords: *Physical Training, Personality, Self-Efficacy, Sedentary Students.*

Introduction

Many published studies demonstrating positive effects of exercise intervention on cognition and executive functions did not account for the concurrent use of medication and behaviour/psychological therapies (Christiansen et al., 2019; Ludyga et al., 2021). Physical education will contribute to the overall education of the student by helping them to lead full and valuable lives through participating in purposeful physical activity. Through a broad and balanced program, students will be involved in the continuous process of planning, performing and evaluating, although the emphasis will be placed upon the actual performance aspect of the subject. Students will be taught through physical activities that fall into six categories: games, swimming, gymnastic, dance, athletic, and outdoor and adventurous type activities. Fitness is a cross-curricular area. Usually in sports we use term sports training which denote the sense of preparing sportsmen for the highest level of performance. But now-a-days sports training are not just a term but is very important subject that affects each and every individual who takes up physical activity of sports either for health and fitness or competition at different level.

More research is required to better understand the neural markers of exercise interventions for psychological aspects and the inter-relation between changes in behaviour related neural mechanisms and alterations in behavioural and cognitive symptomatology.

Researchers should consider user perspectives and incorporate social support activities when developing exercise programmes for psychological development and Researchers should evaluate exercise as a stand-alone treatment approach using high-quality and well-designed clinical trials.

There are several scientifically supported explanations for the effects of exercise on psychological behaviour. To optimise clinical benefits of exercise, it is imperative to direct our focus on the specific neural mechanisms theorised to underpin psychological symptoms when conceptualising and framing research inquiries. Essentially, exercise interventions should be

customised to effectively target and modulate the key neural mechanisms associated with psychological symptoms.

we can enhance our understanding of how exercise can effectively address fundamental neural or psychological developments after going through the particular physical training programs. Whether an individual is associated with lifestyle diseases or not, Physical education training is important components of a healthy lifestyle.

The study regarding the physical fitness programmes can be placed in a special order in the subject of physical education, Sports sciences and medical sciences. Therefore, this study endeavours to examine the effects of Physical education training programmes on **psychological efficiency on sedentary students.**

Statement of the problem

Effects of Physical Training Program on Personality and Self-Efficacy on Sedentary Students.

Objective of the study

- The objective was to Evaluated effect Physical education training programme on Personality with respect to Neuroticism of sedentary student.
- The objective was to Evaluated effect Physical education training programme on Personality with respect to Extraversion of sedentary student.
- The objective was to Evaluated effect Physical education training programme on Self efficacy on sedentary student.

HYPOTHESIS

1. There would be significant effect of Physical education training programme on **Personality (Neuroticism)** of sedentary student.
2. There would be significant effect of Physical education training programme **Personality (Extraversion)** of sedentary student.
3. There would be significant effect of Physical education training programme on Self efficacy with respect to **Time management** on sedentary student.
4. There would be significant effect of Physical education training programme on Self efficacy with respect to **Study and Examination** of sedentary student.
5. There would be significant effect of Physical education training programme on Self efficacy with respect **Learning from friends** of sedentary student.
6. There would be significant effect of Physical education training programme on Self efficacy with respect **educational planning** of sedentary student.
7. There would be significant effect of Physical education training programme on Self efficacy with respect to **Being a Responsible Learner** on sedentary student.
8. There would be significant effect of Physical education training programme on psychological variables with respect to **positive Mental health** of sedentary student.
9. There would be significant effect of Physical education training programme on Psychological variables with respect to **Negative Mental health** of sedentary student.

Sample Size And Sampling Method

Only one group was targeted experimental group, there was no control group. The 75 male sedentary students from different colleges in Marathwada region of Maharashtra participated in the study and their age ranged between 21-30years.Training was given to the experimental groups. The sampling method of the study is purposive sample.

Inclusion And Exclusion Criteria

The inclusion and exclusion criteria for participants were as follows:

The inclusion criteria are:

1. The participant agreed to participate in the study via an informed consent.
2. The participants must be sedentary student in their under and post graduate degree programme aged range was 22 to 30 years.
3. The participants were not rotating through other health facility at the time of study.

The exclusion criteria are:

1. Active Physical illness. The participants advised not to participate if under any injuries and management within 2 weeks of study.
2. Inability to obtain the consent of the respondent.
3. Presence of chronic medical conditions such as asthma, heart disease or any other condition. And

4. Participants free from the smoking, drug abuse and alcohol consumptions during the experimental period

Research Design

The research design refers to "the researcher's overall plan for testing the research hypotheses.This study involves a cross sectional, comparative pre and post-test of two groups of students in an experimental research. Since only experimental group will be taken by the investigator and there will be no control group so this study will be conducted in a quasi-experimental design. This explores and measures the cardiovascular efficiency body composition and health outcome within the environment and culture.

Selection of Variables

1. Psychological variables

i) Personality
ii) Self-efficacy

Administration of The Test

Psychological Test:

The data was collected before & after training to the students through questionnaires. The instruction was given by the investigator to the students before filling these questionnaires. Pre and post **psychological Test** was taken by the following procedure.

Tools of The Study:

Personality questionnaire

For the present study Eysenck Personality Inventory (1985), This inventory consist of two personality dimention like neroticism and extraversion of 48 questions

Academic Self Efficacy:

To measure academic self-efficacy, Yuen and his colleagues (2007) Academic Development Self-efficacy scale will be used (Cronbach's alpha =0.90).The scale consisted of 20 items. it measures five dimensions of academic development self-efficacy namely1)Time management;2)Study and Examination skills;3)Learning from friends;4)Educational planning and5)Being a Responsible Learner.

Statistical Analysis

The obtained data was in Pre & Post form therefore to analyze the obtained data Mean, Standard Deviation and T-test was utilized by the investigator. The level of significant was set up at 0.05 level.

Interpretation of Data And Results of The Study

Table 1

Mean score standard deviation and t-ratio of Neuroticism in pre and post-test of sedentary students

Variable	Test	Number	Mean	S.D.	t-ratio
Neuroticism	Pre Test	75	19.12	4.64	**0.94NS**
	Post Test	75	18.45	4.12	

NS = Not *Significant at .05 level., P<.05*

Table-1 shows that **Mean score standard deviation and t-ratio of Neuroticism in pre and post-test of sedentary students**

With regards to selected psychological variable with respect to neuroticism of Experimental group. they have obtained the mean values of 19.12 and 18.45 respectively, which are given in the Table 1 reveals that there was no significant effect found in neuroticism of Experimental group. That mean there was no effect of physical education training programme on neurotic tendency. Thus the hypothesis of the study was rejected.

Mean score and standard deviation of Neuroticism in pre and post-test of sedentary students have been presented in figure -1.

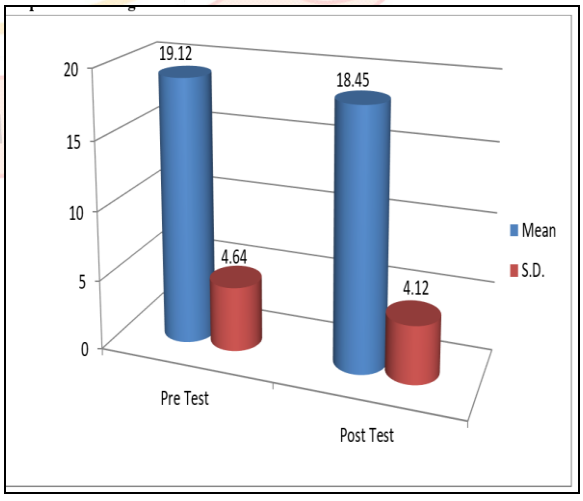


Figure – 1 shows the Mean score and standard deviation of Neuroticism in pre and post-test of sedentary students.

Table 2

Mean score standard deviation and t-ratio of extroversion in pre and post-test of sedentary students

Variable	Test	Number	Mean	S.D.	t-ratio
Extroversion	Pre-Test	75	20.56	5.23	0.10 NS
	Post Test	75	20.65	5.20	

**** insignificant at .05 level.***

As per table 2 Shows that **Mean score standard deviation and t-ratio of extroversion in pre and post-test of sedentary students.** With regards to extraversion of sedentary students, they have obtained the mean values of 20.56 and 24.65 respectively, which are given in the Table 2 reveals that there was insignificant effect found in extroversion of sedentary students, Thus the hypothesis of the study was not accepted.

Mean score and standard deviation of extroversion in pre and post-test of sedentary students have been presented in figure-2

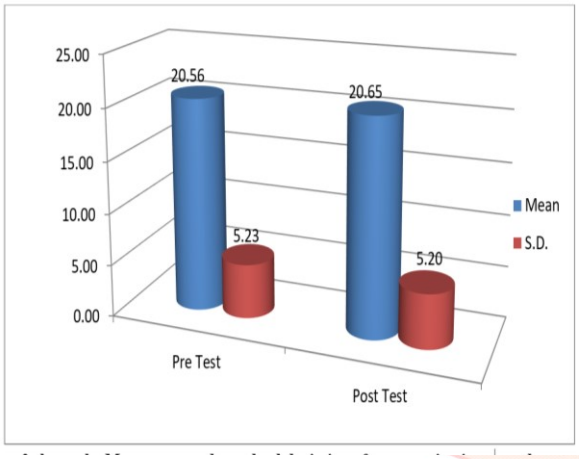


Figure- 2 shows the Mean score and standard deviation of extroversion in pre and post-test of sedentary students.

Table-3

Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Time management	Pre test	75	12.70	1.76	1.62 NS
	Post Test	75	12.26	1.64	

Table 3 shows that Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to time management of sedentary students.

With regards to self-efficacy with respect to time management of sedentary students, they have obtained the mean values of 12.70 and 12.26 respectively, which are given in the Table 3 reveals that there was insignificant effect of physical education training was found in self-efficacy with respect to time management of sedentary students, Thus the hypothesis of the study was not accepted.

The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Time Management of sedentary students has been presented graphically in figure 3.

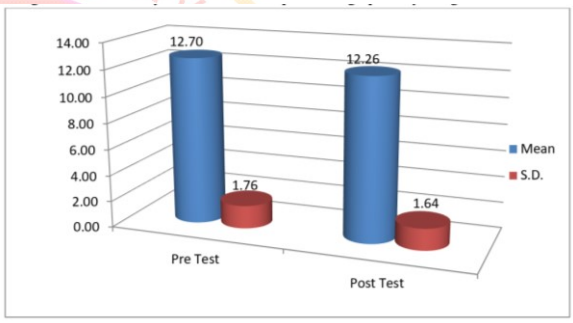


Figure-3 shows the Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Table-4

Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Study and Examination	Pre test	75	12.60	1.68	1.28 NS
	Post test	75	12.96	1.85	

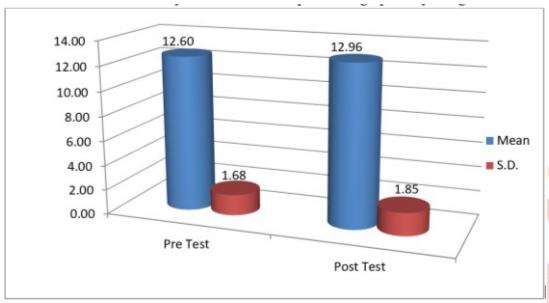
*** Significant at .05 level.**

Table-4 shows that Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Study and Examination of sedentary students.

With regards to self-efficacy with respect to time management of sedentary students, they have obtained the mean values of 12.60 and 12.96 respectively, which are given in the Table 4 reveals that there was insignificant effect of physical education training was found in self-efficacy with

respect to Study and Examination of sedentary students, Thus the hypothesis of the study was not accepted.

The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Study and Examination of sedentary students has been presented graphically in figure 4.



The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Study and Examination of sedentary students has been presented graphically in figure 4.

Table-5

Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Learning from friends	Pre test	75	12.68	1.72	2.64*
	Post test	75	14.61	1.88	

*** Significant at .05 level.**

Table 5 shows that Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Learning from friends of sedentary students.

With regards to self-efficacy with respect to Learning from friends of sedentary students, they have obtained the mean values of 12.68 and 14.61 respectively, which are given in the Table 5 reveals that there was significant effect of physical education training was found in self-efficacy with respect to Learning from friends of sedentary students, Thus the hypothesis of the study was accepted.

The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Learning from friends of sedentary students has been presented graphically in figure 5.

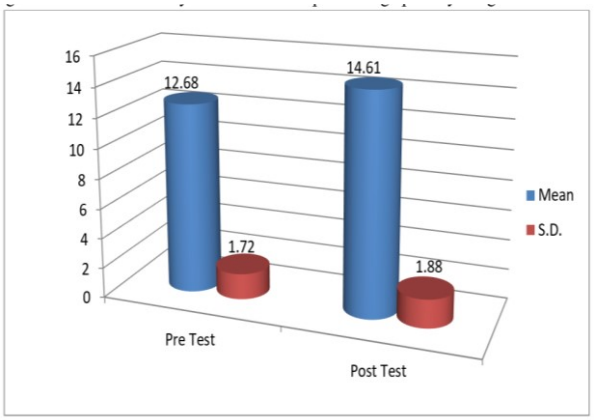


Figure- 5 shows the Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Learning from friends of sedentary students.

Table-6

Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Educational planning.	Pre test	75	12.58	1.64	0.23 NS
	Post test	75	12.52	1.62	

*** Significant at .05 level.**

Table 6 shows that Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to educational planning of sedentary students.

With regards to self-efficacy with respect to educational planning of sedentary students, they have obtained the mean values of 12.58 and 12.52 respectively, which are given in the Table 6 reveals that there was insignificant effect of physical education training was found in self-efficacy with respect to educational planning of sedentary students, Thus the hypothesis of the study was not accepted.

The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Learning from friends of sedentary students has been presented graphically in figure 6.

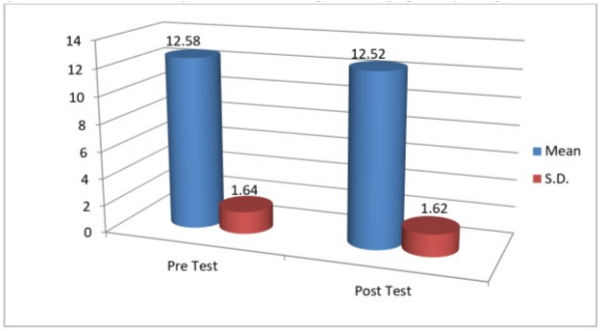


Figure-6 shows the Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Learning from friends of sedentary students.

Table-7

Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Time Management of sedentary students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Being a Responsible Learner	Pre test	75	12.11	1.56	1.34NS
	Post test	75	12.46	1.71	

*** Significant at .05 level.**

Table-7 shows that Mean Scores, Standard Deviation and t-ratio of pre and post-test the self-efficacy with respect to Being a Responsible Learner of sedentary students.

With regards to self-efficacy with respect to Being a Responsible Learner of sedentary students, they have obtained the mean values of 12.11 and 12.46 respectively, which are given in the Table 7 reveals that there was insignificant effect of physical education training was found in self-efficacy with respect to Being a Responsible Learner of sedentary students, Thus the hypothesis of the study was not accepted.

The Mean Scores and Standard Deviation of pre and post-test the self-efficacy with respect to Being a Responsible Learner of sedentary students has been presented graphically in figure 7.

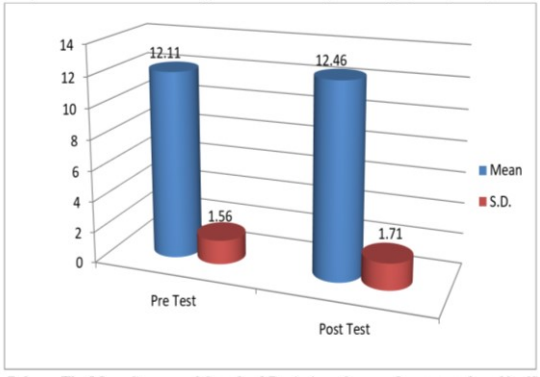


Figure-7 shows The Mean Scores and Standard Deviation of pre and post-test the self -efficacy with respect to Being a Responsible Learner of sedentary.

Conclusion

1. No effect of physical education training programme on **neurotic tendency** of age group (21-25) sedentary students was found.
2. There was insignificant effect found in **extraversion** of age group (21-25) sedentary students.
3. Insignificant effect of physical education training was found in self efficacy with respect to **time management** of age group (21-25) sedentary students.
4. There was insignificant effect of physical education training was found in self efficacy with respect to **Study and Examination** of age group (21-25) sedentary students.
5. There was significant effect of physical education training was found in self efficacy with respect to **Learning from friends** of age group (21-25) sedentary students.
6. There was insignificant effect of physical education training was found in self efficacy with respect to **educational planning** of age group (21-25) sedentary students.
7. There was insignificant effect of physical education training was found in self efficacy with respect to **Being a Responsible Learner** of age group (21-25) sedentary students.

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