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Effect of meditation and aerobic exercise on selected psychological variables of secondary school children

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Abstract

The study was carried to assess the Effect of Meditation and Aerobic Exercise on Selected Psychological Variables of Secondary School Children of Nagthan high school of Vijayapur District of Karnataka, research variables are stress, Anxiety, the total sample 100 was selected using random technique from school, their age ranges from 14 to 17 year. Before and after imparting meditation and aerobic training, data was collected by administering standardized on sample of subgroup, total eight week training was given, and the collected data was examined by statistical tools, the results shown that meditation training and technique was affected positively in decreasing the anxiety and stress factors of sample comparing to aerobic training.

Keywords: Meditation, aerobic exercise, psychological variables, secondary school children

Introduction

Meditation is an excellent way to unwind after an eventful day. Life can at times be stressful, triggered by various factors such as work, family and life in general. Our children are not immune to stress either, they also undergo quite considerable amount of stress on a daily basis. School-based assignments, feuds between their parents and other factors can contribute to stress. If your child is stressed and you don't know where to start, learn how to manage stress through meditation.

Meditation is a means of transforming the mind. Buddhist meditation practices are techniques that encourage and develop concentration, clarity, emotional positivity, and a calm seeing of the true nature of things. By engaging with a particular meditation practice you learn the patterns and habits of your mind, and the practice offers a means to cultivate new, more positive ways of being. With regular work and patience these nourishing, focused states of mind can deepen into profoundly peaceful and energize states of mind. Such experiences can have a transformative effect and can lead to a new understanding of life.

Meditation is a mind-body practicing complementary and alternative medicine (CAM). There are many types of meditation, most of which originated in ancient religious and spiritual traditions. Generally, a person who is meditating uses certain techniques, such as a specific posture, focused attention, and an open attitude toward distractions. Meditation may be practiced for many reasons, such as to increase calmness and physical relaxation, to improve psychological balance, to cope with illness, or to enhance overall health and well-being. This Background provides a general introduction to meditation and suggests some resources for more information. Meditation training is rarely manual zed and there are challenges to knowing whether teachers within a practice tradition differ in their understanding of the practice, or whether they emphasize different aspects of the practice. Since meditation is within the mind, and there is not an established way to measure precisely what is being done, there are also significant challenges to knowing what exactly a student is doing when practicing.

Psychological benefits of aerobics

Reduced Anxiety, Stress: Depression and can lead to a feeling of isolation. By partaking in aerobic sports, one can choose to join a running club, swimming club, gym or any other sports club. Aerobic exercise offers a distraction. For an hour or so each day, you can put yourself in

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a position where you are too busy worrying about the prospect of having to run another two miles before you can stop. Burning excess fat and toning up can boost anyone’s confidence. Clothes fit better, and you receive compliments from friend, which often is enough to begin to lift the heavy cloud of a mild depression. The researcher wanted to found out the effects of Meditation and aerobic exercise on physiological and psychological variables of secondary school children.

Psychological benefits of aerobics

Reduced Anxiety

Depression and anxiety can lead to a feeling of isolation. By partaking in aerobic sports, one can choose to join a running club, swimming club, gym or any other sports club. Aerobic exercise offers a distraction. For an hour or so each day, you can put yourself in a position where you are too busy worrying about the prospect of having to run another two miles before you can stop. Burning excess fat and toning up can boost anyone’s confidence. Clothes fit better, and you receive compliments from friends, which often is enough to begin to lift the heavy cloud of a mild depression.

Stress Reduction

Aerobic exercise is a great way to keep positive. When you are stressed, it is important to get enough sleep. Exercisers actually go to sleep faster, are more refreshed when they wake up, and have sharper memories. Exercise increases the blood flow to the brain, bringing extra sugar and oxygen, which can help when concentrating. And once again, the little endorphins can make you happier, making you feel like maybe it will all be ok after all. So, in conclusion, exercise! There are too many benefits that you will be missing out on if you don’t. Stress is defined as a response to a demand that is placed upon you. Stress in a normal reaction when your brain recognizes a threat. When the threat is perceived, your body releases hormones that activate your “fight or flight” response. This fight or flight response is not limited to perceiving a threat, but in less severe cases, is triggered when we encounter unexpected events. Psychologist Richard S. Lazarus best described stress as “a condition or feeling that a

person experiences when they perceive that the demands exceed the personal and social resources the individual is able to mobilize.” For most people, stress is a negative experience.

Stress

According to Wikipedia, Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response.

Anxiety

Anxiety is the vague, uneasy feeling you get when you're dreading something. Anxiety can also be a permanent state of nervousness that some people with mental illnesses experience, a kind of milder version of panic.

Statement of the Problem

“Effect of Meditation and aerobic exercise on selected Psychological and variables of secondary school children ”

Objectives

- To find out the effect of meditation and aerobic exercise on. Psychological variables of stress and anxiety scores of children of secondary schools.
- To find out the effect of meditation and aerobic exercise on psychological variables of stress and anxiety scores of children of secondary schools.
- To assess the difference between meditation and aerobic exercise with control on psychological variables of stress and anxiety scores of children of secondary schools.

Hypothesis

- It was hypothesized that eight weeks aerobic training develops stress.
- It was hypothesized that eight weeks aerobic training develops anxiety.
- It was hypothesized that eight weeks aerobic training reduce the pulse rate performance.
- It was hypothesized that eight weeks aerobic training develops maximum oxygen consumption (vo2 max).

Table 1: Results of paired t test between pre-test and post-test psychological variable of stress scores of secondary school children in control, meditation and aerobic group

Groups	Time	Mean	SD	Mean Diff.	SD Diff.	% of change	Paired t	p-value
Control group	Pre-test	8.85	1.33					
	Post-test	8.25	2.06	0.60	2.37	6.78	1.5992	0.1179
Meditation group	Pre-test	8.89	1.46					
	Post-test	4.70	0.76	4.15	1.33	46.89	19.7184	0.0001*
Aerobic group	Pre-test	8.83	0.98					
	Post-test	7.30	1.96	1.53	1.91	17.28	5.0551	0.0001*

*Significant at 0.05level. Table value 1.96

From the results of the above table 1 indicate that

- Non-significant difference is observed between pre-test and post-test psychological variable of stress scores of secondary school children in control group (t=1.5992, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. Hence the pre-test (8.85±1.33) and post-test (8.25±2.06) psychological variable of stress scores of secondary school children are similar in control group.
- A significant difference is observed between pre-test and post-test psychological variable of stress scores of secondary school children in Meditation group

(t=19.7184, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. Hence the posttest (4.70±0.76) psychological variable of stress scores of secondary school children are significant as compared to pretest (8.89±1.46) in Meditation group.

- A significant difference is observed between pre-test and post-test psychological variable of stress scores of secondary school children in Aerobic group (t=5.0551, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. Hence the post-test (7.30±1.96) psychological variable of stress scores of secondary school children are significant as compared to pre-test

(8.83±0.98) in Aerobic group. The mean psychological variable of stress scores of secondary school children are

also presented in the figure 1 (c)

Fig 1: Comparison of pre-test and post-test psychological variable Stress scores of secondary school children in control, meditation and aerobic group

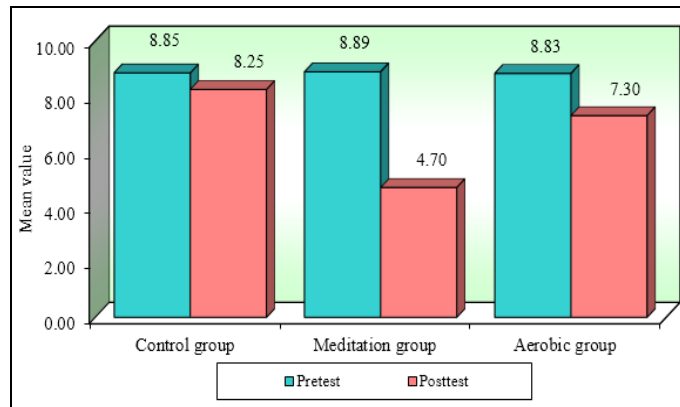


Table 2: Results of paired t test between pre-test and post-test psychological variable anxiety scores of secondary school children in control, meditation and aerobic group

Groups	Time	Mean	SD	Mean Diff.	SD Diff.	% of change	Paired t	p-value
Control group	Pre-test	11.10	1.39					
	Post-test	10.55	1.41	0.55	0.68	4.95	2.1345	0.0214*
Meditation group	Pre-test	11.45	1.99					
	Post-test	5.15	0.80	6.30	2.02	55.02	19.7708	0.0001*
Aerobic group	Pre-test	11.55	1.81					
	Post-test	7.35	1.72	4.20	1.67	36.36	15.9330	0.0001*

*Significant at 0.05level. Table value 1.9

From the results of the above table 2 indicate that

- A significant difference is observed between pre-test and post-test psychological variable of anxiety scores of secondary school children in control group (t=2.1345, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. Hence the pretest (11.10±1.39) and post-test (10.55±1.41) psychological variable of anxiety scores of secondary school children are different in control group.
- A significant difference is observed between pre-test and post-test psychological variable of anxiety scores of secondary school children in Meditation group (t=19.7708, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. Hence the post-test

(5.15±0.80) psychological variable of anxiety scores of secondary school children are significant as compared to pre-test (11.45±1.99) in Meditation group.

- A significant difference is observed between pre-test and post-test psychological variable of anxiety scores of secondary school children in Aerobic group (t=15.9330, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. Hence the post-test (7.35±1.72) psychological variable of anxiety scores of secondary school children are significant as compared to pre-test (11.55±1.81) in Aerobic group. The mean psychological variable of anxiety scores of secondary school children are also presented in the figure. 2 (d)

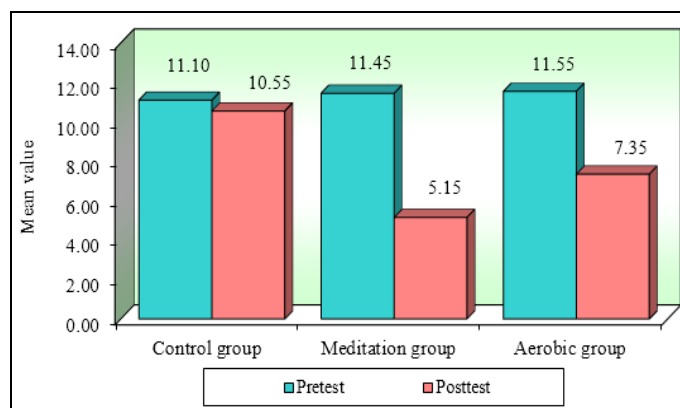


Fig 2: Comparison of pre-test and post-test psychological variable Anxiety scores of Secondary school children in control, meditation and aerobic group

Conclusions

Based on the findings the following conclusion were draw from the present study. Eight weeks meditation training has

shown significant improvement on psychological performance variables of the subject comparing to aerobic exercises

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