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Comparative study on life style between trainees of bachelor of physical education and bachelor of education

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Abstract

Introduction: Lifestyle is based on 'private logic' and becomes the guide for the individual's method of viewing himself, his world and the situations that occur in that world. Lifestyle assessment is likely to be an important part of developing effective intervention strategies, given the likely importance of feedback, reinforcement and individualized advice in facilitating behavioral change. 4-3 However, dietary and physical activity assessment is fraught with difficulty. First, dietary assessment is by self-report which is likely to differ from actual behavior for a number of reasons belief, memory, bias, intention. 67 Second, actual behavior may be very difficult to measure, given that attempts to measure it invoke Heisenberg's Uncertainty Principle.6 Finally, life-style assessment is only a part of potentially effective intervention—in view of the importance of both patient and health professional experiences, perceptions, beliefs, training and time pressures.

Purpose: The purpose of the study was to compare the life style between trainees of Bachelor of Physical Education and Bachelor of Education.

Methodology: The purpose of the study was to assess the level of life style between under graduate Education and Physical Education trainees. The raw data pertaining to life style of these Physical Education and Education trainees of Shivamogga and Bhadravathi taluk were selected as subjects on random sampling technique. Totally 120 Subjects were selected, 60 subjects from physical education and 60 students from education. The data was collected by administering standardized questionnaires. Lifestyle assessment questionnaire formulated by Lifestyle Assessment Inventory Determining Personal Wellness Goals By: Allen (1999) was used to test the level of life style.

Results: To achieve the purpose of the study data collected was subjected to statistical analysis. The mean, standard deviation and t-ration were obtained by using standard statistical package for social sciences (SPSS 20th Version).

Conclusion: Within the limitations of the present study and on the basis of findings in psychological variables, it is observed from the study that there is a significant difference in lifestyle assessment variables

Keywords: Lifestyle, training, time pressures, trainees

1. Introduction

Lifestyle is based on 'private logic' and becomes the guide for the individual's method of viewing himself, his world and the situations that occur in that world.

Lifestyle assessment is likely to be an important part of developing effective intervention strategies, given the likely importance of feedback, reinforcement and individualized advice in facilitating behavioral change.4-3 However, dietary and physical activity assessment is fraught with difficulty. First, dietary assessment is by self-report which is likely to differ from actual behavior for a number of reasons belief, memory, bias, intention.67 Second, actual behavior may be very difficult to measure, given that attempts to measure it invoke Heisenberg's Uncertainty Principle.6 Finally, life-style assessment is only a part of potentially effective intervention—in view of the importance of both patient and health professional experiences, perceptions, beliefs, training and time pressures. 8 Thus perfect life-style assessment measures will never be developed—just instruments with more or less relative validity—and assessment is only a small part of a complex topic. Nevertheless, both Lifestyle Assessment is designed to give you an idea how your current lifestyle may be affecting your health and well-being.

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The reports generated when you complete the assessment outline your personal risk for diseases such as type II diabetes and cardiovascular disease, and provide you with health behavior targets you can set for yourself to reduce your risk and improve your health. We encourage you to use these reports as a starting point for conversations with your health professional, family members, local YMCA, or other health and well-being partner about changes you might make in lifestyle habits to improve your overall health.

Life style assessment is an attempt to systematize the collection of data obtained from clients. This bears resemblance to other projection techniques yet in some respects differs from them. How so? Deicers (1957 1971) use the term "Corrective feedback" to describe clients' reactions to correctly made interpretations. When the therapist correctly interprets the purposes of a client's behavior, thinking or values, a "recognition reflex" will occur. This phenomenon is akin to the look a child gives when found with his hand in the cookie jar. The blush, startled look or twinkle in the eye is often times accompanied by a statement such as: "that's right" or "that fits". These reactions or actions inform the clinician that he/she is on the right track in building a descriptive model of the client's style of life. The absence of a recognition reflex to an interpretation by the clinician indicates that he is either on the wrong track or that he has not accurately stated his interpretative judgments in terms of the clients' frame of reference. This frame of reference is called "private logic" by Adlerians and was recently well described by Dreikurs (1973). The private logic--out of awareness beliefs, convictions or goals which may or may not be in the interest of self and others--can cause grief or happiness. It can promote or arrest human growth or to anti-social. Driekurs claims that the private logic may be counter to the common sense which was defined by Adler (1929) as that which benefits the community.

2. Methodology

The purpose of the study was to assess the level of life style between under graduate Education and Physical Education trainees. The raw data pertaining to life style of these Physical Education and Education trainees of Shivamogga and Bhadravathi taluk were selected as subjects on random sampling technique. Totally 120 Subjects were selected, 60 subjects from physical education and 60 students from education. The data was collected by administering standardized questionnaires. Lifestyle assessment questionnaire formulated by Lifestyle Assessment Inventory Determining Personal Wellness Goals By: Allen (1999) was used to test the level of life style.

3. Statistical Analysis

The raw data pertaining to life style of these Physical Education and Education trainees of different taluk in Shivamogga district, namely, Shivamogga and Bhadravathi were selected as subject systematic random sampling was carried out to get sample size of 120 Subjects were selected for comparison 60 subjects from Physical Education and 60 students form Education. To achieve the purpose of the study data collected was subjected to statistical analysis. The mean, standard deviation and t-ration were obtained by using standard statistical package for social sciences (SPSS 20th Version).

4. Results and Discussion

The lifestyle of Physical Education and Education trainees

may differ significantly because the natures of work of these two trainees group differ remarkably. The lifestyle assessment of Physical Education and Education trainees is presented in Table 1.

Table 1: Shows the mean standard deviation and 't' value of Lifestyle Assessment.

Sl. No.	Groups	N	Mean \pm S.D.	't' value
1	Physical Education	60	17.77 \pm 4.15	5.02*
2	Education	60	14.25 \pm 4.01	

*Significant at 0.05 level, critical value is 2.0.

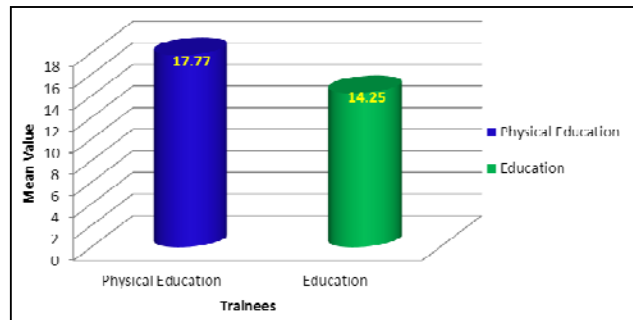


Fig 1: shows the mean value of Life Style Assessment between Physical Education and Education trainees.

Perusal of table-1 and the chart-1 reveal that life style assessment between Physical Education and Education trainees differ significantly ($t = 5.02$). The value obtained is greater than the critical value ($t = 2.0$). Introspection of the results depict that trainees of Physical Education regularly involve in physical activity where as Education trainees hardly involve in physical activity. Since calculated 't' value between Physical Education and Education trainees is 5.02 it is significant at 0.05 level.

5. Conclusion

Within the limitations of the present study and on the basis of findings the following conclusions were drawn. In psychological variables, it is observed from the study that there is a significant difference in lifestyle assessment variables.

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