

Variance Analysis on Programed Class for Effective Teaching

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Abstract – Stress the inevitable effect of modern push button lifestyle can never be destroyed but only diminished through some positive channelization. This study aimed at to find out the effect of Classroom Programed on stress among the girl students. Samples of 30 students ranging between 19-24 years were selected randomly. The program continued for six weeks in the summer, scheduled three days in a week, having a 1 hour session each day. The program consisted of Programed games which included warm-up, stretching and simple gaming. Participants completed the standard self-reported Stress Index Test before and after the training program through stress inventory questionnaire by Miller and Allen. The present study was designed by three separate parts as Pre-test, The specific training program and the Post-test. To determine the significance of difference between the Status of Stress of pre and post Programed training program, “t” test was applied. From the result it has found that participants of the specific training program experienced a significant reduction of stress in students. It may be concluded that classroom o games has a highly positive impact in the management of stress and its related problems for the students in the classroom.

Keywords – Stress, Programed, System Approach and Classroom Teaching.

INTRODUCTION

Stress is the nonspecific response of the body to any demand upon it. Stress is the most prevalent mental disorders which are affecting overall fitness of the society. We find that most of us have some sort of health problems which make our life medicine oriented. We must take the responsibility on ourselves to keep healthy. Programed is activity or pastime that promotes health or spirits by relaxation and enjoyment. Programed is an activity of leisure, leisure being discretionary time. The "need to do something for Programed" is an essential element of human biology and psychology. Programed activities are often done for enjoyment, amusement, or pleasure and are considered to be "fun". Programed is difficult to separate from the general concept of play, which is usually the term for children's Programed activity. Children may playfully imitate activities that reflect the realities of adult life. It has been proposed that play or Programed activities are outlets of or expression of excess energy, channeling it into socially acceptable activities that fulfill individual as well as societal needs, without need for compulsion, and providing satisfaction and pleasure for the participant.

The stress that damages our health – that we experience can be avoided or minimized with the use of organization techniques, time management, relationship skills and other healthy lifestyle choices. We may say that if you

handle your stress now, you can quickly be on road to a healthier, happier life. The purpose of the study was to determine the effect of *classroom Programed games* on stress of the student ranging between 19 to 24 years of age.

METHODOLOGY

Thirty students ranging between 19-24 years studying at Jammu University, Department of Physical Education were selected randomly. The subjects were asked to responds the stress inventory questionnaire by Miller & Allen to measure stress level. Scores were obtained by summing up of the number of questions answered “yes” by subjects. The study was designed by three separate parts as Pre-test, the specific training program and the Post-test. The program continued for six weeks in the summer, scheduled three days in a week in the evening, having a 1 hour session each day. The training program scheduled as follows (Table01):

Table 1: Class Room Programed Training program

	1 st Week	2 nd Week	3 rd Week	4 th Week	5 th Week	6 th Week
Warm-Up	03Min	03 Min	03 Min	03 Min	03 Min	03 Min
Stretching	05Min	05 Min	05 Min	05 Min	05 Min	05 Min
Class- Room Programed Activity	25 Min	25 Min	25 Min	25 Min	25 Min	25 Min
Cool Down	03Min	03 Min	03 Min	03 Min	03 Min	03 Min

To determine the significance of difference between the Stress of before and after Class Room Programed Activity "t" test was applied.

RESULTS AND DISCUSSION

Table 2: Mean, Standard Deviation and t-test of scores before and after the training

Stress	Before training		After training		t-test
	Mean	SD	Mean	SD	
	12.167	2.949	10.23	2.305	
					2.832*
*Significance at 0.05 level, Tab-T 0.05=2.000					

From the above table it is clear that the computed t-Value (2.832) is higher than the tabulated value (2.000) at 0.05 level of confidence. So, we can say that Yoga has a significantly positive impact on Stress.

In considering the result, it may be argued that this change must be attributed mainly to the Classroom Programed practices and in gradually increased physical as well as mental efficiency.

CONCLUSION

It may be concluded that practicing Class Room Programed Activity by the teachers has a highly positive impact in the management of stress related problems in the students. The strong need is that the various aspects of Classroom Programed may suitably be embraced as a part of regular training particularly among the school going children.

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