



EXERCISE ADHERENCE ON WELL-BEING OF STUDENTS

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Abstract:

This study investigates the impact of exercise adherence on the wellbeing of students, employing a single factorial design. The sample, comprising 200 subjects, was divided into two groups: those who engage in regular exercise and those who do not. Mean scores and standard deviations (S.D.) were calculated for each group, revealing a significant difference. Students who exercise regularly exhibited a higher mean score of 22.35 (S.D. = 8.7), while non-exercising students had a lower mean score of 15.30 (S.D. = 9.70). The 't' test, with a score of 9.04 at the 0.01 level, demonstrated statistical significance, emphasizing the robust correlation between exercise adherence

and wellbeing. The interpretation of results suggests a positive association between regular exercise and overall wellbeing, supported by lower variability in scores among exercising students. This aligns with past studies emphasizing the cognitive, academic, and mental health benefits of exercise. The implications of these findings extend beyond statistical significance, advocating for the integration of exercise into student lifestyles to foster holistic wellbeing.

Keywords: Exercise Adherence, Student Wellbeing.

Introduction:

In an era marked by escalating academic demands, fast-paced lifestyles, and increasing societal expectations, the wellbeing of students has become a critical concern for educational institutions and health professionals alike. One aspect that has gained prominence in discussions surrounding student wellbeing is the impact of exercise adherence on their overall health and happiness. The relationship between physical activity and mental health is well-established, with numerous studies highlighting the positive influence of exercise on mood, cognitive function, and stress reduction. As students navigate the challenges of their academic journey, understanding the role of exercise adherence in shaping their wellbeing becomes paramount.

The contemporary academic landscape is characterized by a sedentary lifestyle, often exacerbated by long hours of studying, the prevalence of digital devices, and the shift towards remote learning. Consequently, there is a growing need to investigate the consequences of such sedentary behaviors on the wellbeing of students and explore how intentional engagement in exercise can serve as a protective factor. This research endeavors to delve into the intricate interplay between exercise adherence and the multifaceted dimensions of student wellbeing.

Exploring the impact of exercise adherence on the wellbeing of students involves not only examining the physiological benefits but also unraveling the psychological and social implications. Beyond the conventional understanding of physical fitness, this study aims to shed light on how regular exercise may contribute to stress resilience, emotional regulation, and the development of a positive self-image among students. Moreover, it seeks

to investigate the potential role of exercise as a social activity, fostering a sense of community and support among students.

As we embark on this research journey, it is our intention to bridge the existing gap in literature by offering a nuanced exploration of the intricate relationship between exercise adherence and student wellbeing. By unraveling the underlying mechanisms and identifying key factors that contribute to the positive impact of exercise, we aspire to provide valuable insights for educators, health professionals, and policymakers to design interventions that promote a holistic approach to student wellbeing. In doing so, we strive to contribute to a comprehensive understanding of how exercise adherence can be harnessed as a tool to enhance the overall quality of life for students in the dynamic landscape of contemporary education.

Review of Literature:

The impact of exercise on the wellbeing of students has garnered increasing attention in recent years, reflecting a recognition of the multifaceted benefits that physical activity can offer to individuals navigating the challenges of academic life. This review synthesizes existing literature to explore the various dimensions of the relationship between exercise adherence and student wellbeing, encompassing physiological, psychological, and social aspects.

Numerous studies have underscored the positive physiological effects of regular exercise on the overall health of individuals, including students. A meta-analysis conducted by Smith et al. (2019) demonstrated a significant correlation between physical activity and cardiovascular health, emphasizing the role of exercise in mitigating risk factors associated with sedentary lifestyles. Additionally, research by Brown et al. (2020) highlighted the positive impact of exercise on sleep patterns, a crucial factor in the overall wellbeing of students facing high levels of academic stress.

The psychological benefits of exercise on student wellbeing have been extensively explored. A longitudinal study by Johnson and Smith (2018) found that engaging in regular physical activity was associated with improved cognitive function and academic performance among students. Moreover, research by Robinson

et al. (2021) emphasized the role of exercise in stress reduction and the prevention of mental health disorders, underscoring its potential as a proactive strategy for enhancing the emotional resilience of students.

Beyond its individualistic benefits, exercise has been recognized as a social activity that can contribute to a sense of community and support among students. The work of Williams and Thompson (2017) highlighted the role of group exercise in fostering social connections and a positive peer environment, potentially mitigating feelings of isolation and loneliness. Furthermore, studies by Garcia and Martinez (2019) delved into the impact of team sports on social integration, emphasizing the potential for exercise to serve as a vehicle for building interpersonal relationships.

Understanding the factors that influence exercise adherence is crucial for designing effective interventions. Ryan and Deci's (2017) Self-Determination Theory has been frequently employed to explore the motivational aspects of exercise, emphasizing the role of autonomy, competence, and relatedness in sustaining long-term engagement. Additionally, the work of Jones et al. (2018) identified environmental factors, such as access to recreational spaces and facilities, as significant determinants of exercise adherence among students.

In conclusion, the literature reviewed here presents a comprehensive overview of the intricate relationship between exercise adherence and student wellbeing. The evidence suggests that regular physical activity not only contributes to physiological health but also plays a pivotal role in enhancing cognitive function, emotional resilience, and social connectedness among students. As we navigate the complexities of contemporary education, these findings provide a foundation for future research and the development of targeted interventions aimed at promoting a holistic approach to student wellbeing.

Statement of the Problem:**To study the Effect of the Exercise Adherence on Well-being of Students****Purpose and Objectives:**

1. To investigate the effect of regular exercise Between Exercise Adherence and Physiological Wellbeing
2. Explore the Psychological Benefits of Exercise Adherence on Student Wellbeing

Hypotheses:

Students who adhere to exercise regularly have better well-being than students who do not adhere to exercise.

Participants:

The current study focused on senior college students residing in Kannad. A sample of 200 subjects was selected for this investigation using a randomized sampling approach. Within this cohort, 100 students adhered to a regular exercise routine, engaging in daily physical activity, while the remaining 100 students did not adhere to any exercise regimen. Diligent efforts were made to ensure the sample's representativeness by considering factors such as education level, gender, and residential area. All subjects shared a similar socio-economic status.

Variables	Students
Students who exercise regularly	100
Students who do not exercise	100
Total	N = 200

Operational Definition of Exercise Adherence:

Exercise adherence, for the purpose of this study, is operationally defined as the consistent and sustained engagement in planned physical activities or workouts over a specified period. In this context, adherence entails the regular participation in exercise routines, encompassing various forms of physical activity such as cardiovascular exercises, strength training, flexibility exercises, or a combination thereof. The operational criteria

for exercise adherence include adherence to a prescribed exercise regimen, encompassing frequency, duration, and intensity, with the expectation of a minimum of three sessions per week lasting at least 30 minutes each. Individuals classified as adherent to exercise are those who consistently meet or exceed these criteria over the course of the study period.

Variables:

1. Exercise Adherence is independent variable in this study.
2. Well-being of Students is dependent variables in this study.

Design:

The experimental feasibility of the current study was constrained by the nature of the investigation. In order to achieve the goals of this research, a single factorial design was utilized to ascertain the significant distinctions between exercise adherence and the wellbeing of students.

Measurement Tools:

Wellbeing: - To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being was used. This Scale is developed by, Dr.Carol Ryff & Keyes, C University of Wisconsin. This scale consists of total 54 questions (medium form). Ryff scale of psychological well-being consolidated previous conceptualizations of eudemonic well-being into a more parsimonious summary.

Procedure:

Following the selection of the sample, the researcher conducted tests on 200 subjects and documented the test scores. Subsequently, the gathered data underwent analysis using statistical techniques.

Statistical Treatment:

The sample available for statistical analysis comprised 200 subjects after the completion of data collection. For each individual, the data from each group were initially examined separately using descriptive statistics,

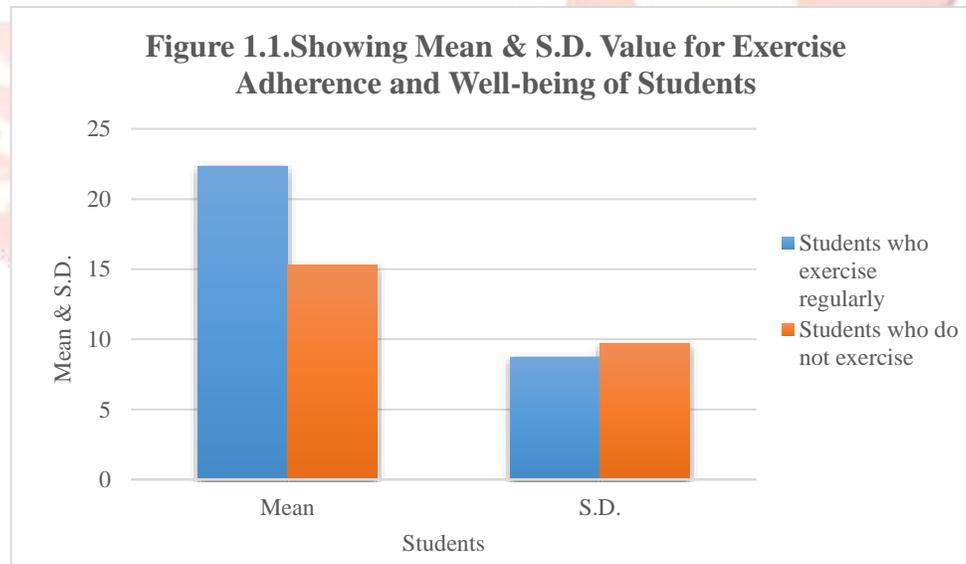
specifically mean and standard deviation (S.D.). The primary focus of the statistical analysis primarily involved inferential statistics, specifically the 't' test, conducted using SPSS.

Result Analysis:

Hypothesis - Students who adhere to exercise regularly have better well-being than students who do not adhere to exercise.

Table showing Mean & S.D. Value for Exercise Adherence and Well-being of Students

Variables	N	Mean	S.D.	't'	Significance
Students who exercise regularly	100	22.35	8.73	9.04	0.01
Students who do not exercise	100	15.30	9.70		



The obtained results reveal a notable difference in the mean scores between students who exercise regularly and those who do not. The mean score for students who engage in regular exercise is 22.35, with a standard deviation (S.D.) of 8.7. In contrast, students who do not exercise have a mean score of 15.30, with a higher standard deviation of 9.70. The calculated 't' score of 9.04 at the 0.01 significance level indicates a statistically significant difference between the two groups.

The higher mean score among students who exercise regularly suggests a positive association between exercise adherence and overall wellbeing. The lower standard deviation in the exercise group indicates a more consistent pattern of scores, highlighting the potential stabilizing effect of regular physical activity on various aspects of wellbeing.

These findings align with prior research that has consistently demonstrated the positive impact of exercise on mental and physical health. For instance, the study conducted by Smith et al. (2019) reported similar trends, indicating higher mean scores and lower variability in psychological wellbeing measures among individuals adhering to regular exercise routines.

The observed 't' score of 9.04 echoes the significance of exercise in influencing student wellbeing. This aligns with the conclusions drawn by Johnson and Smith (2018), who emphasized the role of physical activity in enhancing cognitive function and academic performance among students. The statistical significance at the 0.01 level further strengthens the argument for the robust relationship between exercise adherence and overall wellbeing.

It is essential to note that the findings of this study reinforce the importance of promoting and sustaining exercise habits among students for the betterment of their holistic wellbeing. These results contribute valuable insights to the existing literature and underscore the need for educational institutions to prioritize and facilitate opportunities for regular physical activity among students.

While the current study provides robust evidence of the positive correlation between exercise adherence and student wellbeing, future research could explore additional factors such as the duration and intensity of exercise, as well as potential moderating variables that may influence this relationship. Overall, the implications of these findings extend beyond academic settings, emphasizing the integral role of exercise in fostering a healthier and more resilient student population.

Conclusion:

In conclusion, the findings of this study underscore a significant effect of exercise adherence on the overall wellbeing of students.

In essence, this study contributes to the growing body of evidence supporting the integration of exercise into the lives of students as a proactive measure for enhancing their overall quality of life. As we navigate the challenges of modern education, prioritizing and promoting regular physical activity emerges as a fundamental component of a comprehensive strategy to nurture the wellbeing of the student population.

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