

## **CHAPTER – III**

### **METHODOLOGY**

This chapter details the methodology employed in the research endeavour, focusing on the phase one assessment of problems of unemployed rural youth and the subsequent structure intervention program. It begins by outlining the process used to identify and assess the key problems faced by the subjects of the study. Following this, the chapter describes the design and implementation of the physical activities and personality development program. It covers the subjects, the identification and selection of variables, and the training protocol chosen for the experimental design. Additionally, it discusses the standard measures and tests selected, as well as the reliability of data, instruments, testers, and subjects. The chapter also includes information on experimental training methods, test administration, and statistical techniques. Finally, it explains the methods used to evaluate the program's impact on selected personality dimensions and fitness components. This comprehensive research approach aims to provide a clear understanding of how the intervention addresses the identified issues and enhances the subject's overall development.

#### **3.1 IDENTIFICATION AND SELECTION OF SUBJECTS FOR RESEARCH**

The prime focus of this research work was to evaluate the presence of unemployment problems of rural unemployed youth and to quantify the impact of adopted experiment in the research. Based on suitability and characteristics of the research, a true randomized group design was adopted.

##### **3.1.1 Research Work Consist of Two Parts**

**Research-work Phase-I:** Assessment of problems faced by unemployed rural youth, involving 1100 subjects based on criteria such as age, residence in rural areas, and the duration of unemployment.

**Research-work Phase-II:** Experimental Training (Physical Activities Programme, Personality Development Programme, Combined Physical Activities and Personality Development Programme (PAP, PDP & CPAPDP).

### **3.1.2 Research-Work Phase-I: Selection of Participants**

A total of one thousand and one hundred unemployed youth were taken for assessment from 75 villages, Thiruvallur District rural area. The unemployed youth age range was fixed from 25 to 29 years old men were selected as true random design. They were assessed through questionnaire made for this research purpose with due standardization process.

### **3.1.3 Research-Work Phase-II: Selection of Participants**

1100 unemployed youth were faced problems of unemployment from the population 75 unemployed youth were randomly selected as subjects for this experimental study. They were grouped into three. Experimental group one underwent physical activities programme, Experimental group two acted as a personality development programme and Experimental group three participated combined physical activities and personality development programme, each group consists of 25 rural unemployed youth at random.

## **3.2 IDENTIFICATION AND SELECTION OF VARIABLES**

The investigator done preliminaries, gone through various scientific articles, journals, books, internet resources and research articles before identification and selection of variables, also taking in to the consideration of achievability, standards, availability of mechanisms and the relevance of the variables of this investigation, the variables considered were identified and selected.

### **3.2.1 Variables Identified and Selected for Testing**

#### **(I) Personality Dimensions**

11. Social Concern (SC)
12. Emotional Adjustment (EA)
13. Assertiveness (A)
14. Values and Culture (VC)
15. Leadership Skill (LS)
16. Communication Skill (CS)
17. Self-awareness (SA)
18. Self-confidence (SC)
19. Interpersonal Relationship Skill (IRS)
20. Stress Management (SM)

## **(II) Fitness Components**

11. Cardiovascular Endurance (CE)
12. Muscular Strength (MS)
13. Muscular Endurance (ME)
14. Flexibility (F)
15. Body Composition (BC)
16. Explosive Power (EP)
17. Agility (A)
18. Speed (S)
19. Reaction Time (RT)
20. Coordination (C)

### **3.3 TRAINING PROTOCOL IDENTIFIED AND SELECTED FOR EXPERIMENTAL TRAINING**

- i. Physical Activities Programme (PAP)
- ii. Personality Development Programme (PDP)

- iii. Combined Physical Activities and Personality Development Programme (CPAPDP)

### **3.4 CONSTRUCTION OF QUESTIONNAIRE AND STANDARDIZATION FOR RESEARCH**

The core purpose of in this research was aimed at assess the unemployment problems of Thiruvallur District Rural Area unemployed youth. To succeed the purpose and to measure the unemployed rural youth problems, the researcher investigated for the standardized checklist specific for the unemployed rural youth. It wasn't found such standardized checklist for above mentioned assessment. Researcher made questionnaire, in those circumstances, the researcher discussed with his guide, subject experts, social worker, field expert, research scholar, psychologist, personality development skill experts and language expert to develop checklist specifically for a critical view with regard to wording, format, sequence and the like assessment of unemployed rural youth problems. The collected inputs were transformed into statements to measure the criterion problem of unemployment. Totally 70 statements were prepared. Repetitive statements and confusing statements were removed. They were prepared carefully, meaningfully and systematically. Fifty-one (51) numbers of statements were finalized reason for unemployment, they were simply prepared as to tick easily to measure the criterion percentages. In this construction procedure and standardization, the objectivity, Reliability and Validity of the checklist were analysed and verified statistically.

#### **3.4.1 Formulating the Questionnaire**

The investigator has used questionnaire specially created by him for collection of data relating to unemployment problems faced by rural unemployed youth in Thiruvallur District.

The methodology adopted in the development of questionnaire is explained in the pre-pilot study and pilot study.

The first phase of this study involved the development and administration of a questionnaire aimed at assessing the unemployment problems of rural youth aged 25 to 29 years. The study targeted 75 villages, with a total of 1100 unemployed youth participating. The questionnaire comprised nine questions: eight demographic questions and one key question addressing the reasons for unemployment, which included 51 statements. The construction of this questionnaire followed a systematic and multi-phase process to ensure its validity and reliability.

#### **3.4.1.1 General Analysis of Problems**

The process began with identifying the core issues surrounding unemployment among rural youth. A comprehensive literature review and theoretical analysis helped to establish the key variables and dimensions, such as demographic factors and specific reasons for unemployment.

#### **3.4.1.2 Discussion with Experts**

Subject matter experts, including academics and practitioners in rural development and employment studies, were consulted to refine the focus of the questionnaire. Their insights ensured that the questions and statements were relevant, clear, and comprehensive.

#### **3.4.1.3 Pre-Field Visit**

A pre-field visit was conducted in the selected 75 villages to understand the socio-economic and cultural context of the participants. This step ensured that the questions were framed in a manner relatable to the target population and that the questionnaire was feasible for administration in the field.

#### **3.4.1.4 Draft Questions**

Drawing from the analysis, an initial draft of the assessment tool was prepared. It included seven demographic questions to capture basic information such as age, education

level, and family background. The primary question on unemployment reasons consisted of 51 statements designed to explore various socio-economic, educational, and systemic factors contributing to unemployment.

#### **3.4.1.5 Revise Statements**

The drafted questions and statements underwent a rigorous revision process to enhance clarity, remove ambiguity, and ensure alignment with the research objectives. This step focused on simplifying language to make it accessible to participants across different literacy levels.

#### **3.4.1.6 Analysis Judgment**

A panel of experts reviewed the questionnaire to assess its content validity and logical flow. Their feedback helped in identifying and correcting inconsistencies, ensuring that the questionnaire effectively captured data relevant to the research goals.

#### **3.4.1.7 Statistical Analysis**

The consistency and accuracy of the questionnaire were statistically assessed. Techniques such as percentage and pie chart were used to test the internal consistency of the 51 statements, ensuring they accurately measured the factors contributing to unemployment.

#### **3.4.1.8 Revise and Finalize**

The questionnaire was revised based on expert feedback and statistical analysis results. Adjustments were made to optimize the structure, clarity, and comprehensiveness of the questions and statements.

#### **3.4.1.9 Pre-Pilot Test**

A pre-pilot test was conducted with a small sample of unemployed youth from the selected villages. The purpose was to identify any difficulties in question interpretation and assess the overall response process. Feedback from this test informed further refinements.

#### **3.4.1.10 Final Adjustment**

After carefully reviewing the 70 initial statements, I selected 51 statements that were most relevant, clear, and aligned with the research objectives. This process involved eliminating redundant or less relevant statements, ensuring a balanced representation of the factors contributing to unemployment among rural youth. The finalized 51 statements were then refined for clarity and clarity, making them ideal for inclusion in the questionnaire. These adjustments were made to enhance the quality of data collection and ensure the questionnaire effectively addresses the research goals.

#### **3.4.1.11 Pilot Study Phase**

The refined questionnaire was then tested in a pilot study involving a subset of the target population. This phase validated the practical applicability of the questionnaire and confirmed its reliability and validity under real-world conditions.

#### **3.4.1.12 Finalize the Questionnaire**

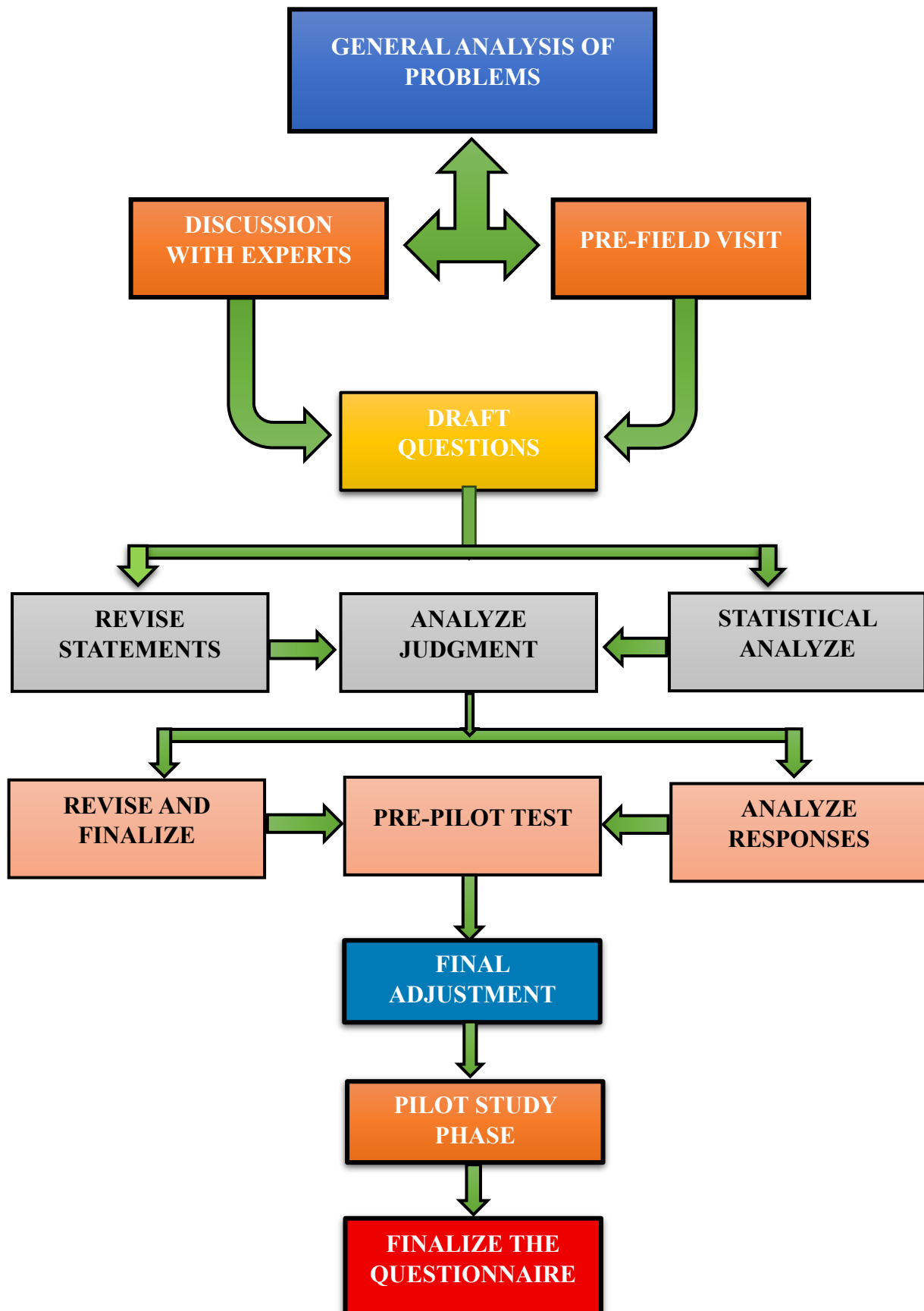
The finalized questionnaire was prepared for full-scale implementation across the 75 villages. It was structured to gather high-quality data from the 1100 participants, providing robust insights into the demographic profile and reasons for unemployment among rural youth.

#### **3.4.1.13 Scoring the Questionnaire**

The responses from the demographic questionnaire were numerically coded and systematically entered for statistical analysis. The collected data were converted into percentages to represent the distribution of responses. Additionally, the data were visually presented using pie charts to illustrate the proportion of each category for clearer interpretation.

The following chart explains the various stages in the construction of the questionnaire.

**FIGURE - 1**  
**DESIGN QUESTIONNAIRE FRAMEWORK**



### 3.4.2 CONSTRUCTED CHECKLIST AND DESCRIPTION ASSESSMENT OF PROBLEMS OF UNEMPLOYED RURAL YOUTH

Dear Participant,

Please read statements given and answer all carefully. Answer as honestly as possible to ensure accuracy. Your responses will help us understand the challenges and experiences related to unemployed youth. I assure you that the information collected will be used only for the research purpose and individual identity won't be disclosed at any stage of time.

**Name:** \_\_\_\_\_ **Village:** \_\_\_\_\_

**Contact number:** \_\_\_\_\_

1. Age

- a) 25 Years  b) 26 Years  c) 27 Years  d) 28 Years  e) 29 Years

2. Marital status

- a) Married  b) Unmarried  c) Divorce

3. Educational Qualification

- a) Illiterate  b) Primary  c) Middle  d) Matric  e) Diploma   
f) Graduate  g) Post Graduate  h) PhD  i) Any other \_\_\_\_\_

4. Community

- a) SC  b) SC(A)  c) ST  d) MBC  e) BC  f) BCM  g) OC

5. Father's occupation:

- a) Government Work   
b) Government Aided Work   
c) Private Work   
d) Self employed

6. Mother's occupation:

- a) Home maker
- b) Government Work
- c) Government Aided Work
- d) Private Work
- e) Self employed

7. How many years have you been living in the village

- a) 5 Years
- b) 6-7 Years
- c) 8-9 Years
- d) Above Ten Years

8. Period of unemployment

- a) 3 Years
- b) 4-5 Years
- c) 6-7 Years
- d) Above Eight Years

9. Reason for your unemployment (please tick appropriate one)

- i. Limited job opportunities
- ii. Lack of skill development
- iii. Educational disparities
- iv. Seasonal employment
- v. Limited access to information
- vi. Underemployment
- vii. Social stigma

- viii. Financial constraints
- ix. Caste and gender discrimination
- x. Inadequate infrastructure
- xi. Mental health issues
- xii. Lack of entrepreneurship support
- xiii. Government policy gaps
- xiv. Agricultural dependency
- xv. Skill Mismatch
- xvi. Limited vocational training
- xvii. Migration for employment
- xviii. Gender inequality
- xix. Limited awareness of government schemes
- xx. Economic slowdown
- xxi. Seasonal migration
- xxii. Family problem
- xxiii. Peer group pressure
- xxiv. Incapacitated due to accident
- xxv. Drug/Alcohol Addiction
- xxvi. Legal issues
- xxvii. Anti -Social Activity
- xxviii. Physical Illness
- xxix. Language barrier
- xxx. My Locality / Residence Area

- xxxi. Lack of networking opportunities
- xxxii. High competition in the job market
- xxxiii. Insufficient job search resources
- xxxiv. Poor transportation options
- xxxv. Workplace harassment
- xxxvi. Lack of youth care support
- xxxvii. Limited access to technology
- xxxviii. Inflexible work schedules
- xxxix. Uncertainty in job market
- xl. Remote work challenges
- xli. Health-related barriers
- xlii. Community violence or instability
- xliii. Cultural barriers
- xliv. Age discrimination
- xlv. Lack of role models in the community
- xlvi. Insufficient guidance or mentorship
- xlvii. Limited opportunities for skill certification
- xlviii. I am waiting to start a big business
- xlix. I would like to start a business but lack support in the related field and finance
- l. Involvement in political activities affecting job prospects
- li. Others if any \_\_\_\_\_

### 3.5 TRIAL OF EXPERIMENTAL STUDY

Trial investigation was performed beforehand and finalizing the training schedule with 10 rural unemployed youth with assistance Physical Education Professionals and Personality Skill experts to finalize that the intensity, aptness and time of the exercises comprised Physical Activities programme and Personality Development Programme practices were within the abilities of the subjects. They were asked to perform the exercises continuously to their sub-maximal effort. The aim of trail was to know the subject capability and to know the struggle of conducting the training programme and to set a perfect understanding about the exercises, practices and duration, which is required for conducting the training programme. The subjects were comfortable during the trail. Before the trail willingness permission were made from the subjects.

**TABLE 3.1**

#### STANDARD MEASURES AND SELECTION OF TEST

S.No	Variables	Test tool	Measurement Unit
<i>Personality Dimensions and fitness components</i>			
1.	Social concern	Questionnaire (Kaliappan, 1996) Personality Development Index	Scores
2.	Emotional Adjustment		
3.	Assertiveness		
4.	Values and Culture		
5.	Leadership		
6.	Communication Skill		
7.	Self-Awareness		
8.	Self-confidence		

9.	Interpersonal Relationship		
10.	Stress Management		
11.	Cardiovascular Endurance	12 minutes Running/Walking Test (Cooper, K. H, 1968)	Meters
12.	Muscular Strength	Pull – Ups (Baumgartner, T. A., & Jackson, A. S, 1995)	Numbers
13.	Muscular Endurance	Sit – Ups (S. S. W. Wong, 1996)	Numbers
14.	Flexibility	Sit and Reach (Wells, K. F., & Dillon, E. K, 1952)	Centimeters
15.	Body Composition	Skin Fold Caliper (Jackson, A. S., & Pollock, M. L, 1978)	Millimeters
16.	Explosive Power	Vertical Jump (Sayers, M. G. L, 1999)	Meters
17.	Agility	Shuttle Run (Laker. A, 1996)	Seconds
18.	Speed	50 Meters Dash (McGown. J, 2005)	Seconds
19.	Reaction time	Drop the Ruler Test (Karpovich, P. V, 1956)	Centimeters
20.	Coordination	Obstacle Race (Trecroci. A, 2013)	Seconds

### 3.6 TRUSTWORTHINESS/RELIABILITY OF DATA

The investigator is proficient with the technique of conducting the test. All the test and measurement were taken precisely and recorded by the investigator with the support of Physical Education and Personality Development Skill experts.

### 3.7 TRUSTWORTHINESS/RELIABILITY OF INSTRUMENTS

The investigator used tools like the sit and reach-box, and skin fold caliper, ruler, tape, stop watch, calculator and cones and standard qualities. The instruments were authorized; they were calibrated in standard units. To define the trustworthiness of the instruments related to

each variables were noted for two instances under similar scenarios environments with help of the similar instruments. The score was equated and hence the instruments were considered trustworthy to use in this research.

### **3.8 TESTERS TRUSTWORTHINESS/RELIABILITY**

Tester reliability was recognized by test-retest processes. For this determination four subjects were selected at random on the designated variables, which were recorded twice under identical environments on diverse circumstances by the researcher.

### **3.9 SUBJECTS SUITABILITY**

The investigator administered the individuals involved in all three-experiment group during the testing of both pre & post-test. The examiner has described the goal of Physical Activities Programme and Personality Development Programme and described the techniques to test the preferred standards variables to the subjects. They system of scoring were precisely clarified as well as demonstrated by the investigator to enrich the subject's suitability. A session was organized to train the subjects to pursue their cooperation. They were cooperative during the training and assessment periods.

### **3.10 EXPERIMENTAL TRAINING METHODS**

The all three investigational groups underwent experimental training during a duration of twelveweeks, five days in a week. The adopted training programme duration 5 day in a weekly over 12 weeks scheduled at morning 6.30am to 7.45am and evening 4.00pm to 5.15pm.

**TABLE 3.2****TRAINING PLAN FOR THE EXPERIMENTAL GROUPS**

<b>S.NO.</b>	<b>NAME OF THE GROUPS</b>	<b>DURATION</b>	<b>FREQUENCY</b>
<b>1</b>	Group – I Physical Activities Programme (PAP)	12 weeks	5 days/week
<b>2</b>	Group – II Personality Development Programme (PDP)	12 weeks	5 days/week
<b>3</b>	Group – III Combined Physical Activities and Personality Development Programme (CPAPDP)	12 weeks	5 days/week

**3.11 JUSTIFICATION FOR NOT INCLUDING A CONTROL GROUP**

This study does not include a control group due to established efficacy of the interventions being tested, allowing for a focused comparative analysis of three experimental groups. Ethical considerations and resource constraints further justify this design choice, enabling a robust examination of the relative effectiveness of the interventions without compromising participant welfare. By concentrating on these experimental conditions, the study aims to provide valuable insights relevant to the field of inquiry.

**3.12 EXPERIMENTAL TRAINING SCHEDULE**

The exercise training programme consisted of twelve weeks of experimental training programme physical activities and personality development programme were scheduled for five days in a week. This tested the methods of all experimental group three. During the entire training programme, participants were closely supervised and monitored by certified fitness trainers, coaches, and personality development programme experts ensuring proper execution of exercise techniques, and programme. A standardized warm-up preceded training and testing sessions and finished by a cool-down period for physical activities. Personality development programme a standardized training procedures was followed, Simplified physical exercise and

recreational games also included to improve physical, psychological and social growth. Both pre- and post-training tests followed the same protocol and were conducted at the start and end of the 12-week training period. All test were done at consistent times and of the day.

**TABLE 3.3**

<b>EQUIPMENT USED IN THE EXPERIMENTAL PROCEDURE</b>	
<ul style="list-style-type: none"> <li>➤ Small Hurdles</li> <li>➤ Cones</li> <li>➤ Swiss Ball</li> <li>➤ Tennis Ball</li> <li>➤ Volleyball</li> <li>➤ Football</li> <li>➤ Cricket bat and ball</li> <li>➤ Skipping</li> <li>➤ Mini Resistant Band</li> <li>➤ Medicine Ball</li> </ul>	<p><b>Technical Equipment</b></p> <ul style="list-style-type: none"> <li>➤ First Aid Box</li> <li>➤ Laptop</li> <li>➤ Video Tutorials</li> <li>➤ Speaker</li> <li>➤ Projector</li> <li>➤ Projector Board</li> <li>➤ Camera</li> </ul>

**TABLE 3.4**

**INTENSITY LEVELS IN THE TRAINING PROGRAMME**

Groups	Training	Duration	Intensity		
			Phase-I	Phase-II	Phase-III
Group-I	PAP	65min	65%	75%	85%
Group-II	PDP	65min	65%	75%	85%
Group-III	APAPDP	65min	65%	75%	85%

**TABLE 3.5**  
**EXERCISES APPLIED TO EXPERIMENTAL GROUP - I**  
**PHYSICAL ACTIVITIES PROGRAMME PHASE – I**

WEEK – I	WEEK – II	WEEK -III	WEEK - IV
<b>Active War-up Activities (10 Minuets)</b>			
Workout – 1 (25 min)	Workout – 2 (25 min)	Workout – 3 (25 min)	Workout – 4 (25 min)
<p><b>Day 1:</b> Continues Running / Walking 15 minutes, stride 2x30 meters, 1 minutes walking recovery.</p> <p><b>Day 2:</b> Road Jogging / Walking 15 minutes, interval stride 2x30 meters 1 minutes walking recovery.</p> <p><b>Day 3:</b> Fartlek Training 1 minutes of fast running and 1 minutes of light jogging or walking for 20 minutes.</p> <p><b>Day 4:</b> Challenges pace running 15 minutes stride 2x30 meters seconds.</p> <p><b>Day 5:</b> Jogging and walking 20 minutes</p>	<p><b>Day 1:</b> Body weight exercises (push-ups, squats, lunges, planks), 15 reps x 2 sets.</p> <p><b>Day 2:</b> Agility drills Cone drills 10 minutes, Ladder drills 10 minutes</p> <p><b>Day 3:</b> Volleyball drills (underarm pass, overhead pass, serving), 6 rounds.</p> <p><b>Day 4:</b> Resistance band exercise (squats, rows, presses), 2 sets of 12 reps.</p> <p><b>Day 5:</b> Core exercise Crunches 2 sets of 5reps, Lef raises 2 sets 10 reps, Mountain climbers 2 sets 30 seconds.</p>	<p><b>Day 1:</b> Continues Running / Walking 15 minutes, stride 2x30 meters, 1 minutes walking recovery.</p> <p><b>Day 2:</b> Road Jogging / Walking 15 minutes, interval stride 2x30 meters 1 minutes walking recovery.</p> <p><b>Day 3:</b> Fartlek Training 1 minutes of fast running and 1 minutes of light jogging or walking for 20 minutes.</p> <p><b>Day 4:</b> Challenges pace running 15 minutes stride 2x30 meters seconds.</p> <p><b>Day 5:</b> Jogging and walking 20 minutes</p>	<p><b>Day 1:</b> Push-Ups 3x12 reps Squats 3x20 reps Lunges 3x15 reps Planks 3x40seconds.</p> <p><b>Day 2:</b> Cone Drills 8 minutes, Ladder Drills 8 minutes, Sprint Intervals 4 minutes.</p> <p><b>Day 3:</b> Passing Practices 8 minutes, Setting Practice 8 minutes, Serving Practice 4 minutes.</p> <p><b>Day 4:</b> Crunches 3x20 reps Leg Raises 3x15 reps, Mountain Climbers 3x40 seconds.</p> <p><b>Day 5:</b> Burpees 3x12, Jump Squats 3x20, Push-Ups 3x12, Plank of Push-Up 3x12</p>
<b>Recreation Activities (10 Minuets)</b>			
Simple relay race	Fun Volleyball game	Pool Water game	Balloon game
<b>Cool Down Exercise (10 Minutes)</b>			

TABLE 3.6

**EXERCISES APPLIED TO EXPERIMENTAL GROUP - I**  
**PHYSICAL ACTIVITIES PROGRAMME PHASE – II**

WEEK – V	WEEK – VI	WEEK -VII	WEEK - VIII
<b>Active Warm-up Activities (10 Minuets)</b>			
<b>Workout – 5 (25 min)</b>	<b>Workout – 6 (25 min)</b>	<b>Workout–7 (25 min)</b>	<b>Workout–8 (25 min)</b>
<p><b>Day 1:</b> Continues Running 20 minutes, 7 stride x 1 minutes walk.</p> <p><b>Day 2:</b> Interval running 5 minutes continues 5 minutes recovery 2 sets.</p> <p><b>Day 3:</b> Strengthening exercise. hip, core, upper, holding position 30 seconds each 4 sets.</p> <p><b>Day 4:</b> Speed training skipping 4x100 count, high knee run, sprint 7x50 meters.</p> <p><b>Day 5:</b> Football drills 12 minutes, football game 12 minutes.</p>	<p><b>Day 1:</b> Aerobic training 10 exercise x 4 sets.</p> <p><b>Day 2:</b> Shuttle run 5 variant x 4 sets</p> <p><b>Day 3:</b> Medicine ball training 5kg – Shoulder, Core, Legs 12 x 4 sets.</p> <p><b>Day 4:</b> Steps workouts 20 steps, 10 exercise x 4 sets.</p> <p><b>Day 5:</b> Cricket drills 12 minutes, cricket game 12 minutes.</p>	<p><b>Day 1:</b> Continues Running 20 minutes, 7 stride x 1 minutes walk.</p> <p><b>Day 2:</b> Interval running 8 minutes, recovery 4 minutes 2 sets.</p> <p><b>Day 3:</b> Strengthening exercise. hip, core, upper, holding position 30 seconds each 4 sets.</p> <p><b>Day 4:</b> Speed training skipping 4x100 count, high knee run, sprint 7x50 meters.</p> <p><b>Day 5:</b> Football drills 12 minutes, football game 12 minutes.</p>	<p><b>Day 1:</b> Aerobic training 10 exercise x 4 sets</p> <p><b>Day 2:</b> Shuttle run 5 variant x 4 sets</p> <p><b>Day 3:</b> Medicine ball training 5kg – Shoulder, Core, Legs 12 x 4 sets.</p> <p><b>Day 4:</b> Steps workouts 20 steps, 10 exercise x 4 sets.</p> <p><b>Day 5:</b> Cricket drills 12 minutes, cricket game 12 minutes.</p>
<b>Recreation Activities (10 Minuets)</b>			
<b>Tunnel relay game</b>	Pool water game	Fun cricket game	Balloon game
<b>Cool Down Exercise (10 Minutes)</b>			

TABLE 3.7

**EXERCISES APPLIED TO EXPERIMENTAL GROUP - I**  
**PHYSICAL ACTIVITIES PROGRAMME PHASE – III**

WEEK – IX	WEEK – X	WEEK -XI	WEEK - XII
<b>Active Warm-up Activities (10 Minuets)</b>			
<b>Workout – 9 (25 min)</b>	<b>Workout – 10 (25 min)</b>	<b>Workout – 11 (25 min)</b>	<b>Workout – 12 (25 min)</b>
<p><b>Day 1:</b> Continues Running 25 minutes, 5 stride x1minutes walk.</p> <p><b>Day 2:</b> Body weight exercises (push-ups, squats, lunges, planks), 6x25 reps each.</p> <p><b>Day 3:</b> Cone Drills 10x6 sets minutes, Ladder Drills 10x6 sets minutes, Sprint Intervals 5 minutes.</p> <p><b>Day 4:</b> Volleyball drills (underarm pass, overhead pass, serving), 12 rounds.</p> <p><b>Day 5:</b> Strengthening exercise. hip, core, upper, holding position 30 seconds each 6 sets.</p>	<p><b>Day 1:</b> Interval running 6 minutes 2 minutes recovery 4 sets.</p> <p><b>Day 2:</b> Medicine ball training 5kg – Shoulder, Core, Legs- 12 x 6 sets.</p> <p><b>Day 3:</b> Speed training skipping 4x200 count, high knee run, sprint 10x50 meters.</p> <p><b>Day 4:</b> Cricket drills 15 minutes, cricket game 15 minutes.</p> <p><b>Day 5:</b> Aerobic training 10 exercise x 8 sets</p>	<p><b>Day 1:</b> Push-Ups 4x12 reps Squats 4x20 reps Lunges 4x15 reps Planks 4x40seconds.</p> <p><b>Day 2:</b> Challenges pace running 5x5 minutes.</p> <p><b>Day 3:</b> Cone Drills 14 minutes, Ladder Drills 14 minutes, Intervals 2 minutes.</p> <p><b>Day 4:</b> Football drills 15 minutes, football game 15 minutes.</p> <p><b>Day 5:</b> Jogging and walking 30 minutes</p>	<p><b>Day 1:</b> Aerobic training 10 exercise x 8 sets</p> <p><b>Day 2:</b> Medicine ball training 5kg – Shoulder, Core, Legs-12 x 6sets.</p> <p><b>Day 4:</b> Steps workouts 20 steps, 10 exercise x 6sets.</p> <p><b>Day 3:</b> Strengthening exercise. hip, core, upper, holding position 30 seconds each 6sets.</p> <p><b>Day 4:</b> Volleyball drills (underarm pass, overhead pass, serving, game)</p> <p><b>Day 5:</b> Volleyball game competition</p>
<b>Recreation Activities (10 Minuets)</b>			
Mirror act game	Beach VB game	Balloon game	Pool water game
<b>Cool Down Exercise (10 Minutes)</b>			

**TABLE 3.8**  
**ACTIVITY IMPLEMENTED FOR EXPERIMENTAL GROUP – II**  
**PERSONALITY DEVELOPMENT PROGRAMME FIRST PHASE**

WEEK – I Five Days	WEEK – II Five Days	WEEK – III Five Days	WEEK – IV Five Days
<b>Topic Introduction and General Instructions (5 Minutes)</b>			
<b>Topic</b>	<b>Topic</b>	<b>Topic</b>	<b>Topic</b>
1. Self-Awareness. 2. Journal Writing. 3. Group Discussion. 4. Self-Assessment 5. Reflection.	1. Verbal Communication. 2. Non-Verbal Communication. 3. Active Listening. 4. Role-Play. 5. Group Discussion.	1. Speech Preparation. 2. Stage Fright Exercises. 3. Presentation Skills. 4. Public Speaking Practices. 5. Reflection.	1. Leadership Style. 2. Self-Assessment of Leadership Style. 3. Leadership Role-Play. 4. Team Activities. 5. Reflection.
<b>Activity (35 Min)</b>	<b>Activity (35 Min)</b>	<b>Activity (35 Min)</b>	<b>Activity (35 Min)</b>
1. Speake about me who I am? strength & weakness. 2. Introduce daily reflection on personal traits and goals. 3. Personal Strength, Weakness, and Growth areas 4. How traits affect behaviour. 5. Review their self-awareness progress and adjust personal goals	1. Impromptu speaking exercises. 2. Body language and facial expression exercise. 3. Practice listening and paraphrasing (Importance of Listening). 4. Role play communication Scenarios (Speak with Characters they like). 5. Review communication challenges & goals.	1. Structure a short speech. 2. Practice speaking facing mirror and small groups 3. Presentation they own topic using visual aids. 4. Speech with unknown person in public. 5. Evaluate progress in speaking and presentation skills.	1. Examine different leadership styles with case studies. 2. Discuss strength and challenges. 3. Simulate decision-making scenarios. 4. Team-building exercises focusing on leadership and collaboration. 5. Analyze leadership lessons learned during the week.
<b>Simplified Physical and Exercise Recreational Activities (10 Minutes)</b>			
Simplified Flexibility Exercises 1. Stretch and Catch Relay. 2. Flexibility Obstacle Game. 3. Stretch and Freeze Game	Simplified Dynamic Strength Exercises 1. Jump the Ditch Relay. 2. Hopping Relay. 3. Jump and Push-up Relay	Simplified Speed and Agility Exercises 1. Shuttle Relay 2. Zig-Zag Relay 3. Balloon Blast Game	Simplified Aerobic Exercises 1. Aerobic Freeze Dance. 2. Simon says Dance. 3. Laugh Challenge Dance
<b>Recall and Feedback session (10 Minutes)</b>			

**TABLE 3.9**  
**ACTIVITY USED FOR THE EXPERIMENTAL GROUP – II**  
**PERSONALITY DEVELOPMENT PROGRAMME PHASE - II**

WEEK – V Five Days	WEEK – VI Five Days	WEEK – VII Five Days	WEEK – VIII Five Days
<b>Topic Introduction and General Instructions (5 Minutes)</b>			
Topic	Topic	Topic	Topic
1. Team-Building Exercises. 2. Group Projects. 3. Group Projects. Continued. 4. Presentation of Group Projects. 5. Reflection.	1. Persuasive Communication. 2. Role-Play Persuasive Scenarios. 3. Negotiation Techniques. 4. Persuasion Techniques Review. 5. Reflection.	1. Smart Goals. 2. Action Plans. 3. Motivation Techniques. 4. Reflection. 5. Group Discussion.	1. Conflict Management. 2. Role-Play Conflict Scenarios. 3. Mediation Exercises. 4. Conflict Resolution Reflection. 5. Group Discussion.
Activity (30 Min)	Activity (30 Min)	Activity (30 Min)	Activity (30 Min)
1. Collaborative problems-solving activities. 2. Being a collaborative group project. 3. Group Projects continued. 4. Share outcomes and review team performance. 5. Discuss teamwork and individual contributions.	1. Practice persuasive speaking. 2. Role-Play Persuasive Scenarios with feedback on techniques. 3. Practice negotiation skills. 4. Persuasion techniques review. 5. Review communication progress and set new goals.	1. Set personal and professional goals. 2. Create personal action plans for goal achievement. 3. Explore strategies for maintaining motivation. 4. Share experiences on goal progress. 5. Review and adjust goals as needed.	1. Practice conflict resolution techniques. 2. Debrief on outcomes and strategies. 3. Practice mediation in resolving conflicts. 4. Review personal conflict resolution approaches. 5. Share conflict management experiences.
<b>Simplified Physical and Exercise Recreational Activities (10 Minutes)</b>			
Simplified Flexibility Exercises 1. Stretch and Catch Relay. 2. Flexibility Obstacle Game. 3. Stretch and Freeze Game	Simplified Dynamic Strength Exercises 1. Jump the Ditch Relay 2. Hopping Relay 3. Jump and Push-up Relay	Simplified Speed and Agility Exercises 1. Shuttle Relay 2. Zig-Zag Relay 3. Balloon Blast Game	Simplified Aerobic Exercises 1. Aerobic Freeze Dance. 2. Simon says Dance 3. Laugh Challenge Dance
<b>Recall and Feedback session (10 Minutes)</b>			

**TABLE 3.10**  
**ACTIVITY USED FOR THE EXPERIMENTAL GROUP – II**  
**PERSONALITY DEVELOPMENT PROGRAMME PHASE - III**

WEEK – IX Five Days	WEEK – X Five Days	WEEK – XI Five Days	WEEK – XII Five Days
<b>Topic Introduction and General Instructions (5 Minutes)</b>			
Topic	Topic	Topic	Topic
1. Time Management Techniques. 2. Create Schedules and To-Do Lists. 3. Organizational Skills. 4. Reflection. 5. Discussion.	1. Stress Reduction Techniques. 2. Mindfulness Practice. 3. Progressive Mind Relaxation. 4. Review Stress Management Techniques. 5. Reflection.	1. Workplace Behaviour. 2. Networking Skills. 3. Networking Event Simulation. 4. Review Professional Etiquette. 5. Reflection.	1. Advanced Presentation Techniques. 2. Develop Presentation with Visual Aids. 3. Public Speaking practice. 4. Review Presentation Skills. 5. Reflection.
Activity (30 Min)	Activity (30 Min)	Activity (30 Min)	Activity (30 Min)
1. Practice prioritization and scheduling. 2. Discuss time management tools. 3. Practice task organization. 4. Review organizational skills and improvements. 5. Share time management strategies.	1. Practice relaxation Exercises. 2. Introduce mindfulness and relaxation. 3. Guided relaxation session. 4. Review Stress Management Techniques. 5. Share stress management experiences.	1. Discuss professional conduct, Role-Play. 2. Practice networking with elevator pitches. 3. Networking Event Simulation. 4. Review Professional Etiquette. 5. Discuss professional etiquette progress.	1. Structure & engage audience. 2. Develop presentation with visual aids. 3. Deliver presentations with feedback. 4. Feedback on delivery & content. 5. Discuss public speaking and presentation improvements.
<b>Simplified Physical and Exercise Recreational Activities (10 Minutes)</b>			
Simplified Flexibility Exercises 1. Stretch and Catch Relay. 2. Flexibility Obstacle Game. 3. Stretch and Freeze Game	Simplified Dynamic Strength Exercises 1. Jump the Ditch Relay. 2. Hopping Relay. 3. Jump and Push-up Relay	Simplified Speed and Agility Exercises 1. Shuttle Relay 2. Zig-Zag Relay 3. Balloon Blast Game	Simplified Aerobic Exercises 1. Aerobic Freeze Dance. 2. Simon says Dance. 3. Laugh Challenge Dance
<b>Recall and Feedback session (10 Minutes)</b>			

**TABLE 3.11**  
**TRAINING PLAN FOR EXPERIMENTAL GROUP – III**  
**COMBINED OF PHYSICAL ACTIVITIES AND PERSONALITY**  
**DEVELOPMENT PROGRAMME**

	Training		
	Physical Activities Programme	Personality Development Programme	
<b>PHASE – I</b>			
Days	Morning	Evening	Weeks
Monday	PAP	PDP	I – IV
Tuesday	PAP	PDP	
Wednesday	PAP	PDP	
Thursday	PAP	PDP	
Friday	PAP	PDP	
<b>PHASE – II</b>			
Days	Morning	Evening	Weeks
Monday	PAP	PDP	V – VIII
Tuesday	PDP	PAP	
Wednesday	PAP	PDP	
Thursday	PDP	PAP	
Friday	PAP	PDP	
<b>PHASE – III</b>			
Days	Morning	Evening	Weeks
Monday	PDP	PAP	IX – XII
Tuesday	PAP	PDP	
Wednesday	PDP	PAP	
Thursday	PAP	PDP	
Friday	PDP	PAP	

### 3.13 PERSONALITY DIMENSIONS – TEST ADMINISTRATION

**Questionnaire:** The (PDI), a tool developed by Kaliappan for personality development (1993).

**Purpose:** To evaluate the ten dynamic dimensions of personality.

#### Description of the questionnaire

Personality Development Index includes 85 items, ranked based on five-point scale.

1. Strongly disagree, 2. Disagree, 3. Uncertain, 4. Agree, 5. Strongly agree.

#### Scoring

The items in the personality development index are categorized as follows;

Social Concern (SC)	: 1,11,21,31,41,51,61, and 67.
Emotional Adjustment (EA)	: 2,12,22,32,42,52,62,68,71,74,76,78,80,82,84, and 85.
Assertiveness (A)	: 3,13,23,33,43,53, and 63.
Values and Culture (VC)	: 4,14,24,34,44,54,64,69,72,75,79 and 81.
Leadership Skill (LS)	: 5,15,25,35,45, and 55.
Communication Skill (CS)	: 6,16,26,36,46 and 56.
Self-awareness (SA)	: 7,17,27,37,47 and 57.
Self-confidence (SC)	: 8,18,28,38,48 and 58.
Interpersonal Relationship (IR)	: 9,19,29,39,49,59 and 65.
Stress Management (SM)	: 10,20,30,40,50,60,66,70,73,77 and 83.

The items to be reverse-scored are as follows;

2,4,11,12,15,17,21,24,32,44,45,47,52,55,62,69,71,72,74,76,79,80,81,82,84 & 85.

### **3.14 FITNESS COMPONENTS – TEST ADMINISTRATION**

#### **3.14.1 “Cardiovascular Endurance (12 Minute Running/Walking Tests, Cooper, K. H, 1968)**

**Purpose:** To measure cardiovascular endurance or to assess aerobic capacity.

**Facilities and Equipment:** Flags are planted around the track at 40-yard intervals, an indoor or outdoor track, cones, a stopwatch, a whistle, a score sheet and helpers.

**Procedure:**

The partner is instructed to count the number of laps that are run within the allotted time. When 11 minutes have elapsed, the instructor calls out the time left to run. At the end or 12 minutes, the instructor blows a blast on his whistle and the runner notes the flag he/she has just passed.

**Scoring:**

The observing partner informs the runner of the total number of laps completed. The runner then reports their score as the total laps completed, along with the number of flags passed during the final lap” (Yobu, 2010).

#### **3.14.2 “Muscular Strength (Pull-Ups, Baumgartner, T. A., & Jackson, A. S, 1995)**

**Objective:**

To measure arm and shoulder strength.

**Resources and Apparatus:**

A metal or wooden bar approximately one and half inches in diameter is placed at a convenient height. However, for the lower age levels a doorway gym bar can be used. At times

in some cases, improvisation may be required, using equipment like a basketball goals support or a ladder. Additionally, a score sheet and a few assistants are needed.

**process:**

The bar should be set at a height that allows the student to hang freely from the floor. The youth should grasp the bar with their palms facing away from their body (overhead grip). They must then lift their body until their chin is above the bar, before lowering it back to the starting position with their arms fully extended.

**Instruction:**

Avoiding lifting your knees or using kicking to help with the pull-up. Ensure that your arms are fully extended as you return to the hanging position. Swinging or snapping your body to assist the pull-up is not allowed.

**Marking:**

Each time the person successfully completes a pull-up, one point is awarded. Partial scores are not considered, and only one trial is allowed unless it is clear that the subject did not have fair opportunity on their first attempt.

**Evaluation and Testing Process:**

Single trained tester and few assistants can administer this item; count the score and record results” (Yobu, 2010).

**3.14.3 “Muscular Endurance (Sit-Ups, S. S. W. Wong, 1996)**

**Aim:**

To measure muscular endurance.

**Infrastructure and Tools:**

Mats may be used if they are available otherwise the floor is satisfactory, one score sheet, one stopwatch and few helpers.

**Protocol:**

The student lies flat on the back with knees bent and feet on the floor, keeping the heels no more than 1 foot from the buttocks. The knee angle should not be less than 90 degrees. The fingers are interlocked and placed behind the neck, with elbows resting on the floor. The feet should be held securely by a partner. The subject then curls up to a sitting position, bringing the elbows to touch the knees. This exercise is repeated as many times as possible within the given time limit.

**Instruction:**

The fingers must remain interlocked and in contact with the back of your neck at all times. As you curl up from the starting position, do not push off the floor with your elbows. When returning to the starting position, ensure that your elbows are flat on the floor or mat.

**Marking:**

One point is awarded for each correct sit-up. The score is based on the maximum number of sit-ups completed within 60 seconds” (Yobu, 2010).

**3.14.4 “Flexibility (Sit & Reach, Wells, K. F., & Dillon, E. K, 1952)****Intent:**

To examine the flexibility of the lower back and hamstring muscles.

**Facilities and Tools:**

Sit and Reach Box: a specially constructed box equipped with a measuring scale, with a 23 cm mark aligned with the surface for the examinee's feet. A score sheet and a few assistants are also required.

**Methods:**

Students should warm up by stretching the low back and hamstrings by performing slow, sustained, steady (no bobbing) stretches.

Have students remove their shoes and sit at the test apparatus with their knees fully extended. The heels should be about shoulder-width apart, and the feet should be flat against the box. Arms should be extended forward, palms down, with one hand placed on top of the other. The subject then leans forward, extending their fingertips along the ruler as far as possible. Four trials are performed; the fourth trial should be held for at least one second. If the knees fail to remain fully extended or if the hands reach unevenly, the trial is considered invalid and should be re-administered. The test lightly on the subject's knees to ensure they remain extended.

**Rating:**

The score, measured to the nearest centimeter, is the farthest point reached on the fourth trial, where both hands are held for one second." (Yobu, 2010).

**3.14.5 "Body Composition (Skin Fold Caliper, Jackson, A. S., & Pollock, M. L, 1978)****Target:**

Provides an estimate of total body fat based on the thickness of skinfolds, Useful for monitoring fat loss or gain, especially in response to exercise or dietary changes, Helps evaluate body composition as part of a broader health assessment.

**Equipment:**

A specialized instrument designed to measure the thickness of skinfolds with precision.

Standardize brand used.

**Sequence of Steps:**

Standard Sites: Measurements are taken at multiple sites on the body. Common sites include:

Triceps: The Midpoint between the shoulder and elbow on the back of the arm.

Biceps: The Midpoint between the shoulder and elbow on the front side of the arm.

Subscapular: Just below the shoulder blade, at a 45-degree angle.

Suprailiac: Above the iliac crest (the top of the hip bone) at an angle.

Abdominal: About 2 cm to the right of the umbilicus (belly button).

Thigh: Located at the midpoint between the hip and knee along the front of the thigh.

**Measuring Technique:**

Pinch: Using the thumb and index finger, grasp a fold of skin and subcutaneous fat, then pull it away from the muscle beneath.

Calipers: Place the calipers perpendicular to the fold and halfway between the thumb and finger. Release the caliper grip to measure the thickness.

Consistency: Multiple measurements (usually three) at each site and use the average for accuracy.

**Recording:**

Record the thickness in millimeters for each site. Ensure to note the exact location and method for consistency in future measurements.

**Scoring:**

Use the recorded skinfold measurements to estimate body fat percentage. Jackson-Pollock Formula used based on measurements from specific skinfold sites” (Yobu, 2010).

**3.14.6 “Explosive Power (Vertical Jump, Sayers, M. G. L, 1999)****Aim:**

This test was designed to measure the explosive power of the legs.

**Amenities and Gear:**

A smooth wall surface at least 12 feet from the floor are required. Measuring tape, marked wall, recording sheets or electronic data entry system.

**Steps:**

The performer stood with one side towards a wall heel together kept on the floor, subject reached upward as high as possible and made a mark on the wall. The performer then jumped as high as possible and made another mark at peak height of their jumped and arched.

**Mark:**

The score was the vertical distance between the reach and jump and reached marks recorded in centimeters” (Yobu, 2010).

**3.14.7 “Agility (Shuttle Run, Laker. A, 1996)****Target:**

To measure the agility.

**Provisions and Instruments:**

A flat, non-slippery surface. Space sufficient to set up the 30 feet. Cones or markers to outline, stopwatch or electronic timing device, measuring tape to ensure accurate placement of cones, recording sheets or electronic data entry system.

**Methodology:**

Two parallel lanes, each 30 feet apart, were marked on the floor. The subject began behind one lane, with two blocks placed at the opposite lane. Upon hearing the 'Start' signal, the subject ran to the blocks, picked up one block, and returned to the starting lane, placing the block behind it. The subject then repeated the process for the second block, carrying it across the starting lane on the way back. The best result out of two trials was recorded.

**Instruction:**

Demonstrate instruction the shuttle run to ensure participants understand the required movements.

**Grading:**

The score was based on the time taken, measured in seconds and tenths of a second, for the best of the two trials" (Yobu, 2010).

**3.14.8 "Speed (50 Yard Dash, McGown. J, 2005)****Intent:**

To measure speed

**Resources and Apparatus:**

A flat, straight 50-yard track or marked area. Sufficient space for acceleration and deceleration. Stopwatch or electronic timing device, measuring tape for marking the 50-yard

distance, cones or markers for the start and finish lines, recording sheets or electronic data entry system.

**Process:**

The participant positioned themselves behind the starting line. Upon hearing the command 'ready' followed by 'go,' accompanied by a downward sweep of the arm as a signal to the tier, the participant sprinted across the finish line, only one trial was allowed.

**Instruction:**

Participants begin from a stationary position at the starting line and sprint as quickly as possible to the finish line, located 50 yards away.

**Evaluation:**

“The score was the elapsed time, measured to the nearest tenth of a second, from the starting signal until the participant crossed the finish line.” (Yobu, 2010).

**3.14.9 “Reaction time (Drop the Ruler Test, Karpovich, P. V, 1956)**

**Aim:**

This test measures hand-eye coordination by evaluating how quickly a person can respond to a visual stimulus.

**Equipment:**

Scale, score card, recording sheets or electronic data entry system.

**Preparation:**

Participant Positioning: Have the participant sit or stand comfortably with their dominant hand ready to catch the ruler.

Tester Positioning: The person administering the test should be positioned so that they can drop the ruler without obstruction.

**Instructions:**

Explain the Test: Inform the participant that you will drop the ruler, and their task is to catch it as quickly as possible after you release it.

Practice: Allow the participant to practice catching the ruler a few times if needed.

**Procedure:**

Starting Position: Hold the ruler vertically with the zero-end aligned with the participant's fingers. Make sure the participant's fingers are positioned at the bottom end of the ruler (the zero end).

Dropping the Ruler: Drop the ruler without any warning. The participant should try to catch it as quickly as possible after it starts to fall.

Measure Reaction Time: Note the point on the ruler where the participant catches it. This distance corresponds to their reaction time.

**Marking:**

Mark the Catch Position: Measure the distance from the zero end of the ruler to the point where the participant caught it. This distance indicates how fast they reacted.

Repeat: Conduct multiple trials (usually three) to ensure accuracy and reliability. Record the distance for each trial” (Yobu, 2010).

### **3.14.10 “Coordination (Obstacle Race, Trecroci. A, 2013)**

#### **Goal:**

The test challenges the participant to navigate through a series of obstacles in the shortest time possible while maintaining control, making it a good indicator of motor skills and physical coordination.

#### **Amenities and Gear:**

4-6 cones used to create a zig-zag path, Hurdles 2-3 set at a height of 20-30 cm for the participant to jump over, Balance beam a low balance beam 10cm high for participants to walk across, Measuring tape to measure distances between obstacles, Stopwatch, Flat testing area non-slippery surface.

#### **Test Procedure:**

The participant starts on the tester’s signal and navigates through the course as quickly as possible. Each obstacle Zig-Zag run, Hurdles, and Balance beam must be completed without errors. The tester records the time using a stopwatch.

#### **Scoring:**

Time starts when the tester signals the start and stop when the participant crosses the finish line. The final score is the total time plus any penalty seconds added for errors. Lower times indicate better coordination” (Yobu, 2010).

### **3.15 STATISTICAL PROCEDURES**

The data collected from the experimental groups, which include the Physical Activities Programme Group, Personality Development Programme Group, and the Combined Physical Activities and Personality Development Programme Group, both before and after the training program, were analyzed using appropriate statistical methods. The normality of the data for all the selected variables was assessed. Statistics was employed for the data analysis.

To determine significant differences within each experimental group's pre-test and post-test scores, as well as between the groups, Descriptive Statistics and Analysis of Covariance (ANCOVA) were utilized. In cases where the F-ratio indicated significant differences between the group means, Scheffe's post-hoc test was applied to identify which means differed significantly from one another. The significance level for testing the research hypotheses was set at 0.05, corresponding to a 95% confidence interval.

FIGURE – 2

## FLOWING CHART SHOWING THE METHODOLOGY ADOPTED IN THE STUDY

