

Abstract

Introduction

Methods

Results

Discussion

The present study was designed to investigate the effects of a 12-week training program on the physical and psychological health of sedentary, middle-aged men. The study was conducted in a laboratory setting and involved a group of 20 men who were randomly assigned to either a training or a control group. The training group participated in a supervised exercise program consisting of three sessions per week, each lasting 45 minutes. The control group remained sedentary throughout the study. Physical health was assessed using a variety of measures, including heart rate, blood pressure, and body composition. Psychological health was assessed using a standardized questionnaire that measured stress, anxiety, and overall well-being. The results of the study showed that the training group experienced significant improvements in physical health, including a decrease in heart rate and blood pressure, and an increase in muscle mass and bone density. Additionally, the training group reported a decrease in stress and anxiety, and an overall improvement in their psychological well-being. These findings suggest that a 12-week training program can have a positive impact on the physical and psychological health of sedentary, middle-aged men.

The study was conducted in a laboratory setting and involved a group of 20 men who were randomly assigned to either a training or a control group. The training group participated in a supervised exercise program consisting of three sessions per week, each lasting 45 minutes. The control group remained sedentary throughout the study. Physical health was assessed using a variety of measures, including heart rate, blood pressure, and body composition. Psychological health was assessed using a standardized questionnaire that measured stress, anxiety, and overall well-being. The results of the study showed that the training group experienced significant improvements in physical health, including a decrease in heart rate and blood pressure, and an increase in muscle mass and bone density. Additionally, the training group reported a decrease in stress and anxiety, and an overall improvement in their psychological well-being. These findings suggest that a 12-week training program can have a positive impact on the physical and psychological health of sedentary, middle-aged men.

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Educational Innovator's Guide Herbert I. Von Haden, Jean Marie King, 1974 Eight Propositions Joe L.

Rempson, 2020-11-19 Rempson takes issue with those who lay the plight of African Americans on racism not seeing it today as a major obstacle to black progress Rather he traces the origin back to what he terms the African American Garden of Eden In it W E B Dubois outlasted Booker T Washington and fathered a tradition which Rempson argues has produced a victim identity and an emphasis on the system rather than the self Only black males offer a way out he declares because it is entirely our black males who are keeping us down and curtailing our progress in contrast to black females who are doing OK They are plagued by what Rempson calls the African American Male School Adaptability Crisis AMSAC Their academic performance ranks at the bottom alone below black female students and below white Asian and Hispanic male students In large urban areas their high school dropout rate is 59 percent and nationally they lag behind in college attendance and graduation rates The outcome Rempson argues is dysfunctionality and the existence of hedonistic norms which hinder family and community stability But while black males are the problem Rempson contends it is nevertheless only they who can solve it because research and experience show that it takes males to bring up and change other males Though intended for everyone he therefore writes his book to his fellow advantaged black males and makes a passionate plea for them to step up and with the help of black females and of the nation take the lead As their guide he has formulated eight propositions Arrived at through an examination of impressively extensive data from numerous sources and disciplines they are a marked departure from the customary Most strikingly delicate matters such as those which pertain to intelligence quotient IQ and culture are openly confronted and dealt with But Rempson writes unless confronted we will not solve our problems Nor he continues can we solve them unless we cut the umbilical cord to white America We have no right to expect it to be our savior nor are we justified in perceiving it as our oppressor Forcefully and finely written Rempson's book is a singular and courageous contribution Alone his eight propositions make it a worthy read **Learning Emotions** Philipp

Mayring, Christoph von Rhoeneck, 2003 Educational psychology and educational practice is dominated by behavioristic and cognitive approaches This reader brings together new research results which underline the important role of emotion in learning Anxiety joy pride boredom of the learner influences the learning outcome Research teams from Europe and the U S A present their results The African American Male School Adaptability Crisis (Amsac) Joe L. Rempson, 2016-03-12 The African American Male School Adaptability Crisis AMSAC cannot be solved by the school alone It is a race problem which can only be solved if we black males provide the leadership in tackling our three major demons which now mainly account for the problem IQ lag fatherless families crime AMSAC had its origin about 100 years ago when after the death of Washington DuBois gained ascendancy in our African American Garden of Eden and replaced Washington's brains property and character gospel with a civil rights agenda That agenda has led to a civil rights fixation and our second bondage Victimology wherein

being the victim has become part of our core identity and made us psychological slaves Rather than being proud and self-reliant disproportionately we have come to see ourselves as victims who are entitled to system help and special treatment This bondage and it is a bondage vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington but demonized by DuBois Return to that pathway and we can confront and conquer AMSAC and our three major demons Guided by history and the research evidence this book details how Its 20 chapters make for long reading but just by reading the first and last chapters you can get the message The motto of the proposed evidence-based experimental program the African American Male Career Pathway Program AMCAP A special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs Student AMCAPs in its implementation

Resources in Education, 1990 *Research in Education*, 1974 **Resources in Education**, 1990 **AE - Educational Psychology 92/93** Grolier Educational Associates, McGraw-Hill Higher Education, 1992-02

Current Index to Journals in Education, 1980 **Educating Young Children: Sociological Interpretations** Edith W. King, 1973 *Looking in Classrooms* Thomas L. Good, Jere E. Brophy, 1987 This classic book provides a balanced research-based overview of the most effective teaching methods and guides teachers to select appropriate methods by intelligent observation in their classrooms Widely considered to be the most comprehensive and authoritative source available on effective teaching *Looking in Classrooms* synthesizes the knowledge base on student motivation classroom teaching teacher expectations and adapting instruction for individual learners This book represents state of the art research reviews in several areas including student motivation classroom instruction and student learning classroom management and adapting instruction to the needs of individual students K-12 educators administrators and superintendents

ERIC Educational Documents Index, 1966-69: Major descriptors, 1970 **ERIC Educational Documents Index** Educational Resources Information Center (U.S.), 1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of *Resources in Education* earlier called *Research in Education* [ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index](#) CCM Information Corporation, 1970

Subject Guide to Books in Print, 1984 **Teaching with the Brain in Mind** Eric Jensen, 2005-06-01 When the first edition of *Teaching with the Brain in Mind* was published in 1998 it quickly became an ASCD best seller and it has gone on to inspire thousands of educators to apply brain research in their classroom teaching Now author Eric Jensen is back with a completely revised and updated edition of his classic work featuring new research and practical strategies to enhance student comprehension and improve student achievement In easy to understand engaging language Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning After discussing what parents and educators can do to get children's brains in good shape for school Jensen goes on to explore topics such as motivation critical thinking skills optimal educational environments emotions and memory He offers

fascinating insights on a number of specific issues including How to tap into the brain's natural reward system The value of feedback The importance of prior knowledge and mental models The vital link between movement and cognition Why stress impedes learning How social interaction affects the brain How to boost students ability to encode maintain and retrieve learning Ways to connect brain research to curriculum assessment and staff development Jensen's repeated message to educators is simple You have far more influence on students brains than you realize and you have an obligation to take advantage of the incredible revelations that science is providing The revised and updated edition of Teaching with the Brain in Mind helps you do just that

Affective Teacher Education Patrice R. LeBlanc, Nancy P. Gallavan, 2009-02-16 Affective Teacher Education is one of the first books to provide teacher educators classroom teachers school administrators and teacher candidates with research and recommendations related to affective education All teachers want to become professional educators they want find satisfaction and reward in their chosen careers Likewise all teachers want to show their students in all grade levels and in all subject areas how to acquire apply and appreciate appropriate dispositions or outlooks related to the course content and as a community of learners This book guides and supports teachers to fulfill these two goals Each chapter explores a different aspect of affective education and offers the reader useful suggestions to prompt self assessment professional conversations and developmental activities Affective Teacher Education helps teachers to visualize teaching and learning holistically linking the knowledge skills and dispositions that students need to know do and feel to achieve in school and become lifelong learners

Behavioral Method Influences Student Interest Learning Johnny Ch Lok, 2019-07-28 When the school can let its teachers to enjoy to do their teaching jobs and they can feel more satisfactory when they are teaching every time in classroom as well as its teachers can understand some students why they choose to do harmful learning behavior to influence the other students to concentrate on learning in classrooms and they can find the solvable methods to dissuade they do not choose to do harmful learning behavior to influence other students can not concentrate on learning in classrooms again Then between the school's teachers and students both can build positive teaching attitudes and learning attitudes in order to cause they can choose to do enjoyable and satisfactory teaching behaviors or performances to teacher and concentration on learning behavior or attitudes to students in classrooms Consequently when the school can build a good classroom learning environment to let teachers consider to teach their students in order to bring whose students can concentrate on learning in classrooms Then a good classroom learning environment will bring good learning economic and non economic benefit such as student number increases school income increases and teachers salaries increase student individual attention will raise student will enjoy to go to school and absence number will reduce Consequently any schools teacher individual teaching behavior and student individual learning behavior both in classrooms which must have positive or negative relationship to bring the school itself and the teachers themselves long term economic and non economic benefits in learning behavioral economic view point Also the importance is that learning behavioral

economic analysis can explain why the teacher individual good or bad emotion can influence his her every lesson student individual learning emotion to be good or bad to do learning behavior in classroom So schools need to concern every teacher individual emotion whether he she feels enjoyable or satisfactory to teach his her students in classrooms in order to avoid every classroom students learning emotion will be influenced to be poor to bring long time economic loss to the school It is one important factor to influence any school s teaching performance to be succeed

International Handbook of Emotions in Education Reinhard Pekrun,Lisa Linnenbrink-Garcia,2014-04-16 For more than a decade there has been growing interest and research on the pivotal role of emotions in educational settings This ground breaking handbook is the first to highlight this emerging field of research and to describe in detail the ways in which emotions affect learning and instruction in the classroom as well as students and teachers development and well being Informed by research from a number of related fields the handbook includes four sections Section I focuses on fundamental principles of emotion including the interplay among emotion cognition and motivation the regulation of emotion and emotional intelligence Section II examines emotions and emotion regulation in classroom settings addressing specific emotions enjoyment interest curiosity pride anxiety confusion shame and boredom as well as social emotional learning programs Section III highlights research on emotions in academic content domains mathematics science and reading writing contextual factors classroom family and culture and teacher emotions The final section examines the various methodological approaches to studying emotions in educational settings With work from leading international experts across disciplines this book synthesizes the latest research on emotions in education

Measuring and Attaining the Goals of Education ASCD Committee on Research and Theory,Wilbur B. Brookover,1980 Ten broad goals of education that encompass cognitive affective and psychomotor behaviors are 1 competency in basic skills 2 ability to objectively see oneself 3 understanding others 4 using accumulated knowledge to interpret the world 5 continuous learning 6 mental and physical well being 7 participation in the economic world of production and consumption 8 responsible societal membership 9 creativity and 10 coping with change A set of research questions and hypotheses on goal and subgoal interrelationships were developed and are concerned with the extent to which the achievement of one goal facilitates or interferes with the achievement of other goals and the relationship of the content and processes within the learning environment to the achievement of multiple goals of education A review of available measurement instruments both published and unpublished is presented along with information about their appropriateness for use in determining student achievement of the specified educational goals A research model for use in determining student achievement of the goals of education identifies several types of educational variables which may affect outcomes and offers some sample sets of research hypotheses JD

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