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CHAPTER I
INTRODUCTION

1.0 Background

We humans live today lead sedentary lives of the information age (Fox, 2003)\(^1\) (CDC, 2010)\(^2\). It is a lifestyle that is becoming increasingly complex – a management challenge for each of us, individually (Bawden, 2008)\(^3\), for young people and the field of education in particular (Bendit & Hahn-Bleibtreu, 2008)\(^4\), and for organizations (Drucker, 1994)\(^5\) (Fairtlough2005)\(^6\) (Swanson et al., 2001)\(^7\).

Modern science (Roza, 2006)\(^8\) is now becoming aware that our internal lives are also very complex. This inner complexity involves our bodies and our minds, and there is an intimate interrelationship between the two (Diamond, 2007)\(^9\) (Wilfrid, 2008)\(^10\).

The change from our hunter-gatherer past to our present lifestyle (Redfield, 1953)\(^11\), has caused a dramatic change from a physical lifestyle to a mental one (Greaves, 2010)\(^12\). This change has had some dramatic negative effects on our physical and mental health (WHO, 2005)\(^13\) (Last, 1986)\(^14\).

This new situation provokes the need for a new response to these problems: a radical approach to managing the mind and body and its relationship to an ever more complex world (Rose, 2006)\(^15\).

The basis of this new approach can now be grounded in modern scientific research (Ratey, 2001)\(^16\) (Pert, 1997)\(^17\), which is creating a new agreement within the scientific community that what effects the mind effects the body and vice versa; and that the brain is continuously adapting to the environment (Michel, 2012)\(^18\) (Diamond, 2000)\(^19\) (Rigoli et al., 2012)\(^20\). Leading to the conclusion that physical education can also educate the mind (Blakemore & Frith, 2005)\(^21\).

This mind-body management education (MBME) program is a multi-dimensional approach. Firstly it addresses the physical challenges humans now face. Secondly, by applying the findings of modern research, it is also able to address the mental challenges of today through the body. And lastly, by including the understandings of self-development theory, the program has been designed particularly to help people respond to an increasingly rapidly changing world (Hesselbein et al., 2000)\(^22\).
Background of the investigator was trained at the Graduate School of Public Health Science at the renowned CHA Hospital in South Korea where she was part of a multidisciplinary team specializing in holistic medicine. As a professional dancer, she was able to bring the unique perspective of movement meditation to the healing process. While practicing, the investigator had a curiosity about the managing body and mind through various type of education. And she has now expanded this approach by creating a new form of movement education called “MBME: Mind Body Management Education.” Using an interdisciplinary educational approach which combines physical – movement education, psychology consideration, management theory and the science of learning education. Being having this background the investigator had a curiosity to find out effect of MBME program on managing mind and body.

The need for this study is to see if it is possible to create a movement program that will satisfy all the usual requirements for physical exercise; will improve regular participation by being simple and enjoyable – while offering other attractive personal benefits like enhancing an individual’s “grace and beauty,” their self-esteem, and sense of personal responsibility and empowerment by encouraging self-development. Most importantly, to see if it is also possible that such a program would have benefits beyond simply the body, but would also benefit the mind, and thus provide valuable support for the view that the field of physical education is a crucial aspect of education in general.

1.1 The Mind Body Management Education Context

What Self-Development?

Self-development is a modern term that is itself potentially ambiguous. It has one meaning which draws its origins from the contemporary interest in “self-help” whereby the individual “helps” himself or herself through their own efforts rather than depending on an “expert.”

The term self-help can refer to any case or practice whereby an individual or a group attempts self-guided improvement – economically, intellectually or emotionally. The basis for self-help is often self-reliance, through publicly available information or support groups where people with similar problems join together (VandenBos, 2007)23.

Today, the term, “self-help” can include everything from putting petrol in your car by yourself without having to wait for the attendant, to self-recovery programs, such as Alcoholics Anonymous.
Another related term is “self management” which means different things in different fields: In business, education, and psychology, self-management refers to methods, skills, and strategies by which individuals can effectively direct their own activities toward the achievement of objectives, and includes goal setting, planning, scheduling, task tracking, self-evaluation, self-intervention, self-development, etc.

So, one aspect of the meaning of “self-development” implies that this “development” is in the hands of individual himself or herself. So, while the MBME program involves a certain amount of initial learning from someone else, the long-term benefits will depend on the individual to continue and develop the process of their own development themselves.

What constitutes “the self” has been the subject of speculation, theory, personal experience, and more recently scientific study, for thousands of years. Almost every major figure in the history of philosophy, religion, and psychology has attempted to clarify this. The meaning of the word “development” will depend on which of these many views one accepts.

To avoid becoming embroiled in this vast area, this study takes a simple, minimally controversial, pragmatic approach. It accepts the common sense approach that there is something called “maturity” which can happen to people during their lives, in the physical and the mental realm, and is desirable. This thesis uses the term “self” and “development” to mean this maturing of the individual.

In a review of the literature, Smith (1999) describes in “Life span development and lifelong learning,” this use of the word “maturity” in this setting as “contested territory.” He outlines the difficulties in defining the precise relationship between development and maturity. As he puts it, “Some writers have tried to find a way around this by turning to endpoints like adulthood, individuality, inner unity, self-actualization and so on.” Hence we have used the word maturing to emphasize that this is a process, and so avoid any sense of a measurable “end point.”

The United Nations’ Division for Social Policy and Development puts it this way: “When the majority of individuals can pursue life-long individual development, an ageing population can reach maturity not only in terms of demography, but also of intellect and emotion. This would help to ensure, among other things, that the years added to life could be infused with a new sense of purpose and liveliness appreciated at both individual and collective levels” (The United Nations, 1999).
It further states: “Ageing of the individual in the strict sense means growing old. It can also signify life-long growth and development in physical, economic, psychological, cultural, spiritual and other ways” (The United Nations, 1999)25.

Providing an opportunity to grow up and not just grow old lies at the root of managing body and mind having education of managing both.

1.2 Rationale for the Study

There are several reasons for doing this study.

Firstly, in spite of the efforts being made by authorities to persuade the population of the importance of physical activity, a significant proportion of people fail to manage to fulfil even the minimum recommended requirements (Wannamethee, 2006)26.

People are more likely to participate in a physical exercise program if they know that there are also additional benefits for the body-mind beyond simply burning calories (Jones & Nies, 1996)27. Especially given the time pressure of today’s world. A program that can provide many different benefits at the same time has obvious advantages for contemporary, busy people.

People are also more likely to participate if the exercise program is varied and enjoyable, rather than monotonous and arduous (Ryan et al., 1997)28.

At the same time, those already doing their best to continue with an exercise routine are more likely to continue if they can both enjoy the program and experience these additional benefits.

In addition, there may be many people who are putting efforts into exercising that may not be that useful. One obvious example is the milieu in a modern gym. People are peddling away on bicycle machines, while staring at a TV screen. If we can show that one of the important benefits of physical exercise is to re-integrate the body and the mind, then the current practice of sending the body in one direction and the mind in quite another can be shown to be not only unhelpful but even counter-productive.

Many people are also looking for ways of dealing with stress and other mental difficulties (Cummings & VandenBos, 1981)29 (Pelletier & Herzing, 1988)30 (Kiecolt-Glaser et al., 1996)31. Rather than splitting their time between the gym and their therapist, it would be much simpler if they could deal with both mind and body issues together. If it can be shown that approaching the mind through the body is a simpler, easier, less
expensive and more effective way of also dealing with problems of the mind, then a program that helps people manage their bodies and their minds together has obvious benefits (Buckworth & Dishman, 2002). In addition, there are very many different options on the market for everything from fairly stationary approaches like sitting in silent meditation and Yoga to very active options like Power Yoga and Pilates and so on. Therefore it is really important to do accurate research on all these many alternatives so people can be accurately informed about what actually works in today’s world, and what is no longer relevant for modern people – or is simply ineffective.

Perhaps the greatest challenge we modern people face is how to deal with change (Hesselbein et al., 2000). Not only is the change endless, but there is an increasing rate of change too! If it can be shown that a simple body-based intervention can, in addition to the advantages mentioned above, also help an individual to be flexible, balanced, present and aware in an environment constantly disrupted by change, that has huge implications for people’s lives.

The last and perhaps the most important rationale for the study is to demonstrate that it is perfectly possible to provide effective interventions that people can do themselves. They can integrate such a program into their regular daily home life, they don’t have to travel to expensive gymnasiums or therapists, and they can experience the dignity of helping themselves without depending on others, on experts. They have their own development in their own hands. And Educate themselves to manage perfect their body and mind.

1.3 Statement of the Problem

It is an experimental study to understand the effect of Mind-Body Management Education on Self-Development along with development of MBME program.

1.4 Explanation of the Problem

Firstly, today’s world is already complicated and stressful (Cummings & VandenBos, 1981), made more so by ever faster rates of change. It is estimated that 60-90 percent of visits to health care professionals are for stress-related disorders. (Cummings et al., 1981) (Elite, 1986). The physical problems associated with this are aggravated by an increasingly sedentary society that doesn’t have enough exercise.
In addition, we also need to know how to promote individual change in ourselves. Change so that we are able to cope with the changes in the world around us; and change so that we can also become innovative contributors to these changes!

This issue of change is a major challenge to everyone. In business the demands for people to change continue at all levels. In education also there is a major debate on the same issue. For example in China, educators are struggling with the challenge of giving students the kind of education that will create the flexible, innovative minds that their economy now needs, minds that can adjust easily to new situations – as opposed to the rigid, rote-learning style of today (Hulbert, 2007).34

There is clearly a potential need for a simple, effective body movement program that can remove stress, can satisfy the requirements for energy expenditure, and can help the mind to be more flexible and open to change, as part of an ongoing process of self-development.

1.5 Objectives of the Study

The specific objectives of this research can be described as under:

1. To analyze literature for interpretation of body-based programs and their effects on the body and the mind.
2. To identify appropriate components for development of mind body management education MBME program.
3. To develop Mind-Body Management Education program which through managing improve the selected qualities of movement on the body and the mind.
4. To determine the effects of the MBME program on the body and the mind.

1.6 Variables of the Study

Data collected during this study looks at the changes in self-perspectives of the individual with respect to the body and mind based on the following variables:

1. Flexibility
2. Balance
3. Awareness
4. Breathing
5. Beauty and Grace
6. Self-Development
1.7 Conceptual Definition of Key Terms

(1) Flexibility

In this thesis, it is assumed that a flexibly minded individual is more mature than a rigidly minded individual.

One of the most important functions of education is to prepare young people for their life ahead, particularly in the sphere of work. So, it is noteworthy, in this context that business management author, Grace McGartland (2001)35, explains: “The ability to bend without breaking and adjust easily to change is desired by most but demonstrated by few.” She describes Sam Walton, founder and president of Wal-Mart Store, Inc., one of the most successful businessmen in history, with the following comment: “‘Change was his middle name,’ recalls Sam Walton’s close friend and business associate, George Billingsley. Sam Walton was esteemed for his ability to change. Flexibility was often cited as his most endearing trait.”

The Illinois Leadership Center at the University of Illinois comments on “adaptability” which is almost synonymous with “flexibility” in this context: “This is the ability to be flexible and work effectively within a variety of changing situations and with various individuals and groups. People with this competency are willing to change their own ideas or perceptions on the basis of new information or evidence. They are able to alter standard procedures when necessary, and juggle multiple demands as required” (Booh, 1997)36.

(2) Balance

A more balanced individual is better able to respond to whatever situation they find themselves in, than someone who is “unbalanced,” has extreme views, or is erratic in their reactions. One could say that someone who is able to “respond” intelligently to what is happening in the present moment is more mature and “developed” than someone who simply “reacts” in an automatic, preconceived way.

For example, an article in The Washington Post by Douglas LaBier (2006)37 referred to “Healthy People 2000,” a report from the U.S. Department of Health and Human Services, which states things starkly: 70 percent of all illness, physical and mental, is linked to stress of some kind. The article concluded that a lot of this stress is “from struggling with the pressures of work and home - and trying to ‘balance’ both.” They conclude that, “Instead of thinking about how to balance work life and home life, try, instead, to balance your outer life and inner life.”
(3) Awareness

“Awareness” is a relative term that implies that someone consciously notices what is happening inside them and around them, including the mind and body, in the present moment. For the purposes of this study, it is assumed that the individual who is more aware, as it is defined above, is more mature and hence more “developed” than someone whose pre-conceived notions prevent them from seeing reality as it really is.

Again, to understand the importance of this to education, one only has to look at what the students’ future employers say about this. To appreciate the value now being put on “awareness” in business today, we can read the details of the Management and Executive Development Program, a training offered by Palma Robinson & Associates, Organizational Effectiveness and Executive Development Services, a firm of Industrial / Organizational Psychologists and Management Consultants. They write that their program “is designed to enhance managerial effectiveness through self-awareness and awareness of others. Individuals are encouraged to conduct a personal assessment of how they became the person they are today” (Palma Robinson & Associates, 2011).38

Scott Williams, of the Department of Management at the Raj Soin College of Business at the Wright State University in Dayton Ohio, points out: “Self-awareness is an essential first step toward maximizing management skills. Self-awareness can improve our judgment and help us identify opportunities for professional development and personal growth” (Williams, 2002).39

(4) Breathing

Breathing plays an essential role in “development.” Those who are relaxed enough to remain flexible, aware, and balanced, for example, will breath in one way. Those who are tense and stressed – which will tend to make them inflexible, unaware and unbalanced – will breath in another way. And conversely, if someone who is tense and stressed changes their breathing pattern, that tension and stress will be reduced.

For example, “Mind Tools,” a community website devoted to helping people develop the “Essential Skills for an Excellent Career,” naturally highlights “Stress Management.” In that context they comment that: “Physical relaxation techniques are as effective as mental techniques in reducing stress. In fact, the best relaxation is achieved by using physical and mental techniques together” (Benson, 2000).40 The hypothesis of MBME takes exactly the same approach. In addition, Mind Tools refers to the “The
Relaxation Response” developed by Dr Herbert Benson of Harvard University. He has established that the direct effects of his relaxation techniques were a “slowed heartbeat and breathing, reduced oxygen consumption and increased skin resistance” (Benson, 2000).

(5) Beauty & Grace

Anyone who can “develop” the qualities already listed above is going to experience — and be experienced as — living with a certain “beauty and grace,” with a resultant freedom from stress and an increased sense of satisfaction in their lives.

Clearly, self-development involves both the mind and body of the individual, and this thesis follows the original Eastern understanding, and current Western scientific understanding, of the unity of the mind and body. From this perspective, the mind and body are totally interdependent entities. The state of our minds affects our bodies and vice versa.

(6) Self-Development

The meaning of “self-development” implies that this “development” is in the hands of individual himself or herself. So, while the MBME program involves a certain amount of initial learning from someone else, the long-term benefits will depend on the individual to continue and develop the process themselves.

1.8 Operational Definition of Key Terms

Key Terms: MBME, Flexibility, Balance, Awareness, Breathing, Beauty and Grace, and Self-Development.

The following definitions are used in this study to provide clarity of meaning in relation to the research:

1. **MBME (Mind-Body Management Education)** is a program which uses five bodily qualities – Flexibility, Balance, Awareness, Breathing, Beauty/Grace in a combined movement program in such a way that the physical properties developed in the body will also be reflected in the psychology of the participants thus educating the mind through the body.

2. **Flexibility**

   - **BODY**
     - Capable of being bent or flexed, usually without injury or damage; easily bent
     - Applied to the body to refer to ease of movement
3. **Balance**

**BODY**
- The ability to maintain bodily equilibrium
- A harmonious arrangement

**MIND**
- Mental steadiness
- Emotional stability
- Calm behavior producing a harmoniously integrated whole

4. **Awareness**

**BODY**
- Body recognizes something that is sensed or felt

**MIND**
- Watchful, conscious
- Implies understanding gained through one’s own perceptions
- To be awake is have full consciousness

**Breathing**

**BODY**
- To inhale and exhale in respiration

**MIND**
- Doorway to relaxation: breathing freely and easily

5. **Beauty**

**BODY**
- Looking nice

**MIND**
- Gives pleasure to the mind
- Feeling nice
& Grace

■ BODY
- Seemingly effortless beauty or charm of movement

■ MIND
- A disposition to be generous or helpful
- A sense of what is right

6. Self-Development

■ Self
- A person or thing referred to with respect to complete individuality: one's own self.
- A person's nature, character, etc.: his better self.

■ Development
- The act or process of developing; growth; progress. as in child development.

1.9 Hypotheses

This research project is to explore the hypothesis that the MBME can provide a key to natural healthy movements – which will also support a healthy mind. And to measure how these changes could be effective in providing precisely the kind of “self-development” that is becoming such a necessity in today’s environment.

On the basis of the assumptions made and the literature reviewed, the investigator has formulated the following hypotheses:

1.9.1 Research Hypothesis

1. The MBME program is effective for **Flexibility**: there is a significant effect in an experimental group and no significant effect in a control group.

2. The MBME program is effective for **Balance**: there is a significant effect in an experimental group and no significant effect in a control group.

3. The MBME program is effective for **Breathing**: there is a significant effect in an experimental group and no significant effect in a control group.

4. The MBME program is effective for **Awareness**: there is a significant effect in an experimental group and no significant effect in a control group.
5. The MBME program is effective for **Beauty/Grace**: there is a significant effect in an experimental group and no significant effect in a control group.

6. The MBME program is effective for **Self-Development**: there is a significant effect in an experimental group and no significant effect in a control group.

### 1.9.2 Null Hypothesis

1. There are no differences in the mean values of the pre- and post- **Flexibility** Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

2. There are no differences in the mean values of the pre- and post- **Balance** Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

3. There are no differences in the mean values of the pre- and post- **Breathing** Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

4. There are no differences in the mean values of the pre- and post- **Awareness** Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

5. There are no differences in the mean values of the pre- and post- **Beauty/Grace** (Body Image Assessments: ASI-R) Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

6. There are no differences in the mean values of the pre- and post- **Self-Development** (Multidimensional Self-Esteem Inventory: MSEI) Tests in the Experimental Group; and there are differences in the mean values of both tests in the Control Group.

### 1.10 Assumptions Underlying the Study

1. It is easier to approach the body as a doorway to the mind rather than trying to approach the mind directly.

2. The five body movement qualities chosen will create the same qualities in the mind.

### 1.11 Scope of the Study

This study related to development of Mind-Body Management Education (MBME) program and determine its effect on purposive random sample of physically healthy individuals of both genders, age 20-29 years of postgraduate students from University of Pune.
1.12 De-limitations of the Study

This study would obviously benefit from a large sample of participants practicing in the MBME program for a prolonged period. However, within the limited resources and time available, both of the researcher and the participants, it is necessary to delimit the study as follows:

1. The sample will be restricted to university P.G. students of University of Pune in INDIA.

2. Only participants who attend for all 5 days will be admitted to the study.

3. The follow-up period is limited to 3 months.

4. This study was delimited for selected physical and psychological variables.

1.13 Limitations of the Study

1. Participation will be by necessity, voluntary, which is uncontrollable.

2. Only participants who attend for all 5 days will be admitted to the study. It is not possible to be sure of what other physical activities the students are also participating in.

3. Finding of the study particularly on mind variables are based on responses of subjects.

1.14 Significance of the Study

There are many approaches to physical and mental wellbeing that are mainly based on body movement. They require prolonged training in the right environment. The demands of these disciplines may not suit everybody. By contrast, MBME is a simple, enjoyable, effective movement program that can fit into modern people’s busy lives, and yet also reduce stress, increase well being, and give their bodies a good daily exercise.

In addition, today’s challenging work, the educational (Hulbert, 2007) and business environment (Jones & Engligh, 2004) value individuals who are able to respond to ever changing situations, who can be flexible in their approach to problems, who can move easily from one position to another in discussions, for example, and who can related harmoniously with others; who can be creative and innovative in looking for ways to adjust to new situations, and who can be relaxed and aware in spite of the temptations to become tense and narrow in stressful situations, and are able to remain balanced despite being pulled in many different directions in their work.

Given the importance of these issues to modern societies, their economies, and education in particular, it is difficult to overestimate the value of giving people the
opportunity of relearning these qualities in their daily lives through a simple body movement program like MBME.

Considering the context in which the 21st Century human being is living, and the way human is progressing, the capability of the mind-body to develop in response becomes crucial.

Managing the body mind becomes the major challenge for everyone.

Through this piece of research, the investigator is developing and examining the possibility of creating a new approach to managing the body and mind through the MBME program.
References


