

# RESEARCH IN ACTION - AHMAD HAZIM MIZAIYUSRI

START

# THE QUEST TO DEVELOP SKILLS

LEVEL 1

LEVEL 2

LEVEL 3

# THE QUEST TO DEVELOP SKILLS

RESEARCH PROPOSAL

LEVEL 2

LEVEL 3

# SYSTEMATIC LITERATURE SEARCHING

SKILL UNLOCKED +1

## Systematic literature search – Type of physical activity

### Search 1 (Basic Search)

|                      |                                        |
|----------------------|----------------------------------------|
| Database used        | DOAJ Directory of Open Access Journals |
| Key word(s) included | Physical activity                      |
| Search Results       | 539785                                 |

### Search 11 (expanded search)

|                      |                                                                       |
|----------------------|-----------------------------------------------------------------------|
| Database used        | DOAJ Directory of Open Access Journals                                |
| Key word(s) included | Physical activity, types of exercises, mental well-being, intensity   |
| Key word(s) excluded | Green space                                                           |
| Filter(s) applied    | Psychology, Sport sciences                                            |
| Year range           | 2018-PRESENT                                                          |
| Exclusion criteria   | Data collection, Cross-sectional examination, Application differences |
| Search Results       | 11                                                                    |

## Research Proposal

Research proposal (1,000 words overall)

|                                        |  |
|----------------------------------------|--|
| Student Name and University ID number: |  |
| Proposed Supervisor's name:            |  |

Psychology Research Area (tick all that apply)

|                                                          |                          |                        |                         |
|----------------------------------------------------------|--------------------------|------------------------|-------------------------|
| Social Psychology<br><input checked="" type="checkbox"/> | Developmental Psychology | Biological Psychology  | Forensic Psychology     |
| Health Psychology<br><input checked="" type="checkbox"/> | Individual Differences   | Educational Psychology | Political Psychology    |
| Cognitive Psychology                                     | Clinical Psychology      | Counselling Psychology | Occupational Psychology |
| Other: indicate briefly (not included in word count)     |                          |                        |                         |

Proposed Study Design (tick all that apply)

|                                                                                                                                                                          |                                                     |                                                                   |                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|-----------------------------|
| Quantitative<br><input checked="" type="checkbox"/>                                                                                                                      | Experimental<br><input checked="" type="checkbox"/> | Applied (with UWTSD students)                                     | Online Questionnaire Survey |
| Qualitative                                                                                                                                                              | Quasi Experimental                                  | Focus Groups                                                      | Online                      |
| Mixed Methods                                                                                                                                                            | Applied (with external organisation)                | Interviews                                                        | Lab-based study             |
| If Applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count) |                                                     | Other study design: indicate briefly (not included in word count) |                             |

# APPLIED RESEARCH SKILLS

SKILL UNLOCKED +2

Background: 250 words

Why is your study important? What theory and empirical research evidence supports your research question? (Please provide a rationale for your study including a brief review of relevant psychological literature and theory and a minimum of five references).

Students' mental health is a vital concern since it affects their ability to succeed. Research has demonstrated the potential of physical activity interventions to significantly improve mental health in a variety of population groups (Lock et al., 2018; Zusková, 2021). Therefore, it is critical to look into how physical activity interventions affect students' mental health in order to impact educational practices that aim to improve student outcomes. Self-Determination Theory (SDT) presents a relevant framework to examine the probable mechanisms that underlie the association between physical activity and mental well-being. SDT holds that people have basic psychological needs for relatedness, competence, and autonomy; engaging in behaviours that meet these needs is linked to improved physical and mental well-being (Lock et al., 2018). Studies have also shown correlations between leisure time physical activity and improved symptoms of anxiety and depression (Siefken et al., 2019), as well as enhanced mental health perception in cancer patients (Kim et al., 2020). Caregivers who stay physically active while looking after those with mental illnesses tend to experience better mental well-being (Zacharis et al., 2020). Despite the mounting evidence, further research is required to focus on these impacts in student populations. Establishing supportive and productive classrooms requires an understanding of how physical activity interventions can be customised to meet the specific requirements of students and enhance their mental health. Thus, the purpose of this research is to investigate how physical activity intervention affects the mental well-being of students at the University of Wales Trinity Saint David (UWTSD).

Reference List: (Not included in word count)

- Kim, J., Kim, J., & Han, A. (2020). The impact of leisure time physical activity on mental health and health perception among people with cancer. *Health Promotion Perspectives*, 10(2), 116–122. <https://doi.org/10.34172/hpp.2020.19>
- Lock, M., Post, D., Dollman, J., & Parfitt, G. (2018). Development of a self-determination theory-based physical activity intervention for Aged Care Workers: Protocol for the activity for well-being program. *Frontiers in Public Health*, 6. <https://doi.org/10.3389/fpubh.2018.00341>
- Siefken, K., Junge, A., & Laemmle, L. (2019). How does sport affect mental health? an investigation into the relationship of leisure-time physical activity with depression and anxiety. *Human Movement*, 20(1), 62–74. <https://doi.org/10.5114/hm.2019.78539>
- Zusková, K. (2021). Some beneficial psychological aspects of physical activity in nature – questions arising from the Narrative Review. *Health Problems of Civilization*. <https://doi.org/10.5114/hpc.2021.104859>
- Zacharis, T., Lyrakos, G., & Zisi, V. Z. (2020). Physical activity and mental health in caregivers of mental ill patients in Greece. *Journal of Human Sport and Exercise - 2020 - Spring Conferences of Sports Science*. <https://doi.org/10.14198/jhse.2020.15.proc3.36>

# ETHICAL CONSIDERATIONS

SKILL UNLOCKED +3

Key Ethical considerations (150 words)

*In this section you are required to briefly outline any specific ethical considerations for your project. All projects will be expected to adhere to the BPS code of human research ethics, and you will need to submit a full ethics form which will document your specific processes for informed consent, debriefing, and data protection. Here you need to briefly note additional or specific key ethical considerations for your particular project e.g. potential for distress or discomfort, any deception, research with vulnerable populations or sensitive topic areas, and briefly outline how you expect to manage these risks within your project.*

Participants' information will be kept confidential as to comply with the BPS code of human research ethics unless they consent to otherwise. Contents of the printed booklet, specifically the WEMWBS scale, may contain sensitive information on the participants' well-being and mental health. Participants will be informed about these issues prior to consenting. Briefings will be held and cautionary measures will be put in place as to reduce injury or risk of injury towards the participants. As mentioned previously, each stretch will be held for one minute according to a participant's physical capacity so as not to harm their health. If any participant starts to feel uncomfortable during the program, they may choose to forgo the rest of the program thus making their participation void for the research. Supervisors will be there to assist any participant struggling with the program or to answer any question the participant may have.

| Information for participants:                  |                                                                                                                                                     | YES                                 | NO                       | N/A                      |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 13                                             | Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14                                             | Will you tell participants that their participation is voluntary?                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15                                             | Will you obtain written consent for participation?                                                                                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16                                             | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17                                             | If the research is observational, will you ask participants for their consent to being observed?                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18                                             | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19                                             | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20                                             | Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21                                             | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22                                             | If NO to any of above questions, please give an explanation                                                                                         |                                     |                          |                          |
| <div>this box should expand as you type)</div> |                                                                                                                                                     |                                     |                          |                          |

# THE QUEST TO DEVELOP SKILLS

RESEARCH PROPOSAL -

COMPLETED

LEVEL 2

LEVEL 3

# THE QUEST TO DEVELOP SKILLS

RESEARCH PROPOSAL -

COMPLETED

EXERCISE VIDEO

LEVEL 3

# Chair-based pilates video workout

## Video: Pilates – standing and chair-based exercises

This pilates-inspired workout video is suitable for people who have difficulty getting down on the floor and prefer the support of a chair. Some exercises are solely chair-based which is suitable for people unable to stand.

Transcript

Audio Description



Media last reviewed: 5 August 2022  
Media review due: 5 August 2025

# VIDEO EDITING

SKILL UNLOCKED +4

Wondershare Filmora

File Edit Tools View Export Help

pilates : 00:16:02:20

Media Audio Titles Transition Effects Elements Split Screen EXPORT

Project Media (1)

Shared Media (137)

Sound effects (24)

music (75)

random pics (9)

videos (8)

music again (8)

more music (13)

Sample Colors (25)

Import

Record

Search

Video (1)

Pilates – standing and ch...



00:00:00:00 00:02:00:00 00:04:00:00 00:06:00:00 00:08:00:00 00:10:00:00 00:12:00:00 00:14:00:00 00:16:00:00 00:18:00:00

Pilates – standing and c Pilates – standing and c Pilates – standing and chair-based exercises \_ 19-C Pilates – standing Pilates – standing and chair-based Pilates – standing

# EXERCISE VIDEO TRAILER

PILATES - CHAIR BASED EXERCISE

## Magic Movie

Choose media from Photos and let iMovie create a movie for you.



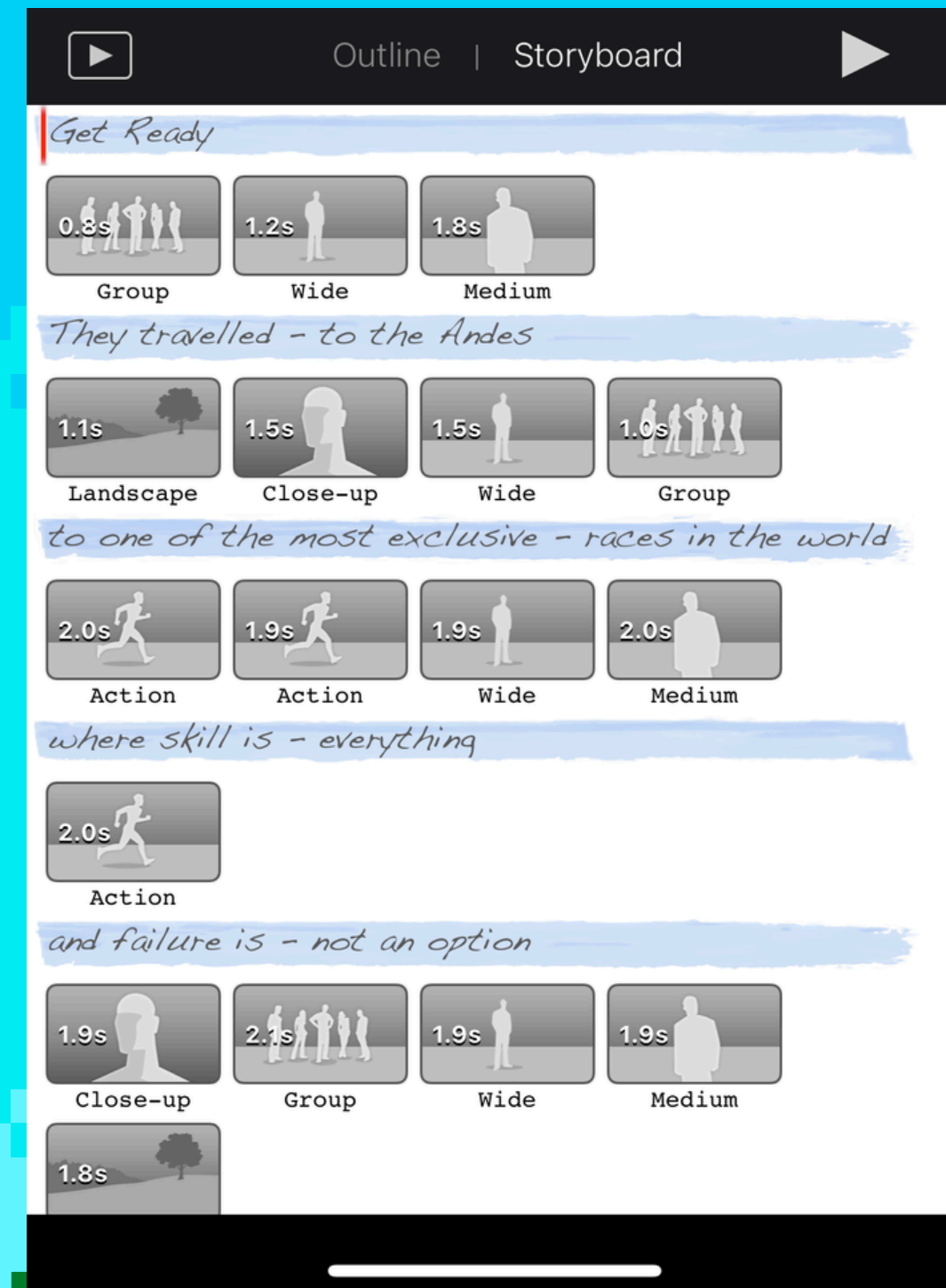
## Storyboard

Use beautiful templates to easily create a video or movie trailer.



## Movie

Make a movie from scratch using media from Photos and your camera.



# THE QUEST TO DEVELOP SKILLS

RESEARCH PROPOSAL -

COMPLETED

EXERCISE VIDEO -

COMPLETED

LEVEL 3

# THE QUEST TO DEVELOP SKILLS

RESEARCH PROPOSAL -

COMPLETED

EXERCISE VIDEO -

COMPLETED

SKILL UNLOCKED +5

**TEAMWORK**

# RECAP

1. SYSTEMATIC  
LITERATURE SEARCHING
2. APPLIED RESEARCH
3. ETHICAL  
CONSIDERATIONS
4. VIDEO EDITING
5. TEAMWORK



THANK YOU

END

# REFERENCES

NHS. (2021). PILATES – STANDING AND CHAIR-BASED EXERCISES | NHS. YOUTUBE

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=R0JXM7000XG&T=102S](https://www.youtube.com/watch?v=R0JXM7000XG&T=102S)

KIM, J., KIM, J., & HAN, A. (2020). THE IMPACT OF LEISURE TIME PHYSICAL ACTIVITY ON MENTAL HEALTH AND HEALTH PERCEPTION AMONG PEOPLE WITH CANCER. HEALTH PROMOTION PERSPECTIVES, 10(2), 116–122. [HTTPS://DOI.ORG/10.34172/HPP.2020.19](https://doi.org/10.34172/HPP.2020.19)

LOCK, M., POST, D., DOLLMAN, J., & PARFITT, G. (2018). DEVELOPMENT OF A SELF-DETERMINATION THEORY-BASED PHYSICAL ACTIVITY INTERVENTION FOR AGED CARE WORKERS: PROTOCOL FOR THE ACTIVITY FOR WELL-BEING PROGRAM. FRONTIERS IN PUBLIC HEALTH, 6. [HTTPS://DOI.ORG/10.3389/fpubh.2018.00341](https://doi.org/10.3389/fpubh.2018.00341)

SIEFKEN, K., JUNGE, A., & LAEMMLE, L. (2019). HOW DOES SPORT AFFECT MENTAL HEALTH? AN INVESTIGATION INTO THE RELATIONSHIP OF LEISURE-TIME PHYSICAL ACTIVITY WITH DEPRESSION AND ANXIETY. HUMAN MOVEMENT, 20(1), 62–74. [HTTPS://DOI.ORG/10.5114/HM.2019.78539](https://doi.org/10.5114/HM.2019.78539)

ZUSKOVÁ, K. (2021). SOME BENEFICIAL PSYCHOLOGICAL ASPECTS OF PHYSICAL ACTIVITY IN NATURE – QUESTIONS ARISING FROM THE NARRATIVE REVIEW. HEALTH PROBLEMS OF CIVILIZATION. [HTTPS://DOI.ORG/10.5114/HPC.2021.104859](https://doi.org/10.5114/HPC.2021.104859)

ZACHARIS, T., LYRAKOS, G., & ZISI, V. Z. (2020). PHYSICAL ACTIVITY AND MENTAL HEALTH IN CAREGIVERS OF MENTAL ILL PATIENTS IN GREECE. JOURNAL OF HUMAN SPORT AND EXERCISE – 2020 – SPRING CONFERENCES OF SPORTS SCIENCE. [HTTPS://DOI.ORG/10.14198/JHSE.2020.15.PROC3.36](https://doi.org/10.14198/JHSE.2020.15.PROC3.36)

