

A Pilot Study of Perceived Stress: Comparison Between Physical Education and Non-Physical Students

Dr. Pramod.M.Katkar¹

S.B Arts and Commerce College Aheri, Dist. Gadchiroli (MS)¹

Abstract: The present study deals with the determine stress between Physical education and Non-Physical Education students by using Gadzella's Life Stress Inventory (B. M. Gadzella, 1991). The sample consisted of 75 Physical education students and 75 non physical education students were selected for the study. The findings of the study indicate that Non-Physical Education students reported more severe and moderate stress as compare to physical education students. The level of academic stressors and reaction to stressors high within Non-Physical Education students

Keywords: Stressors, Stress, Perceived, Students.

I. INTRODUCTION

Other stressors include being homesick, academic or personal competition, personal pressure to do well, social anxieties, and heavy workloads (Singh,2020,). Students also feel stress when they get too little sleep, a poor diet and even from having too much downtime (Singh 2020a). Athletes experience unique stressors related to their athletic status such as extensive time demands; injuries and performance in a tournaments Singh, 2016, 2015e). In addition athletes must also meet the increased academic demands at the college level. The lack of research on stress may lead to the difficulty to understand the psychological conditions in relation to academic achievement among students stress is common in all students , but several studies indicates that those are engage in sporting activities or physical activities have less level of stress (Singh, 2016, 2015a, Singh 2020) . The continuous evaluation process, exhausting work hours, striving for earning high grades, goals etc. are not the only source for stress on students (Singh, 2015 b, 2015c) .Other potential sources of stress for students may include academic stress: enormous syllabus to be covered in a limited time period, sudden change in their style of studying, lack of proper guidance , thought of success /failure in exams.(Singh 2020) Although researchers acknowledge that participation in athletics can serve as a buffer to stress , athletic participation itself can become an additional stressor that traditional college students do not experience (Singh 2015 d , Kimball & Freysinger, 2003).. On personal level, this stress may lead to substance abuse (.Croen et.al.,1997) or even suicide (Rockwell 1981). On professional level, this stress may contribute to impaired academic performance (Grover 1981) and also to cynicism (Crandall,1993) with decline in empathy and humanitarianism.

II. METHODS

The data was collected from 75 Physical education and 75 Non-Physical Education Students from Gadhachiroli, data was collected individually through questionnaires. The data was checked for accuracy and completeness and was coded and put-up into the SPSS. Descriptive statistics for all studied variables, percentage mean, standard deviation and t-ratio was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level. For measure the academic stress, Gadzella's (1991) Students-life Stress Inventory was used. The demographic information about Gender, age, daily smoking, use, etc. was obtained before seeking responses.

Analysis and Interpretation: The results and discussion have been presented in concise and comprehensive manner that is easy to comprehend starting with selected physical parameter.

Table –1, Personal Characteristics Of Physical Education And Non-Physical Education Students

Sr.No.	Personal characteristics	Students	
		Physical Education	Non-Physical Education
1	Daily Physical Exercise	85.78 %	15.67 %
2	Regular Use of Internet	63.78%	85.78%
3	Daily smoking	4.67%	12.45%
4	Any chronic disease	03.46%	13.46%

Table-1 indicates the percentage of personal characteristics of Physical Education and Non-Physical Education students. The Personal Characteristics of Physical Education and Non-Physical Education students have been presented graphically in figure-I

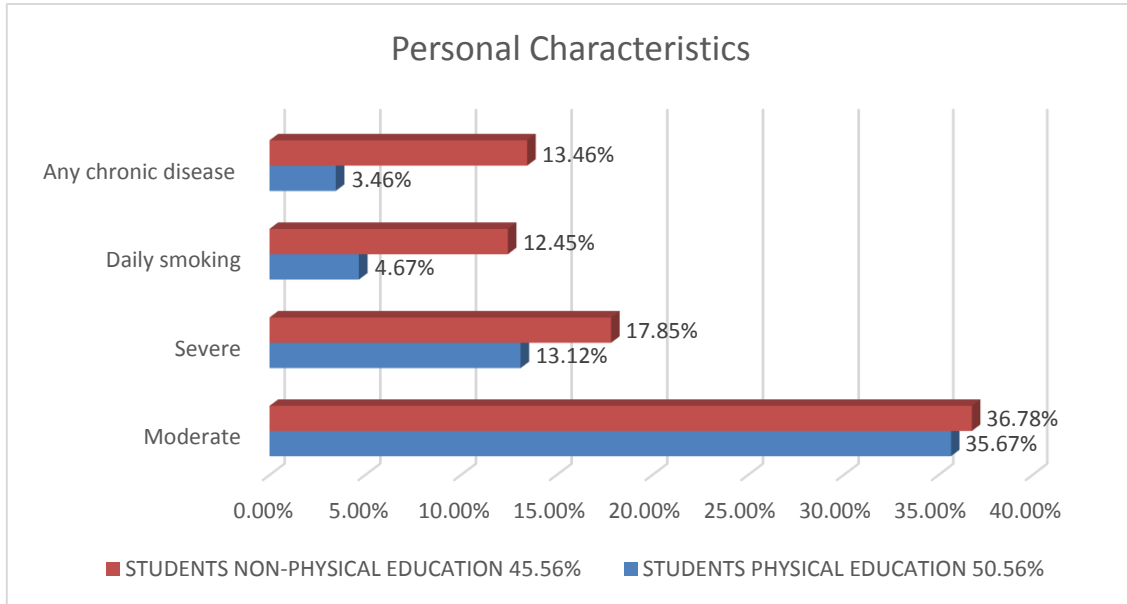
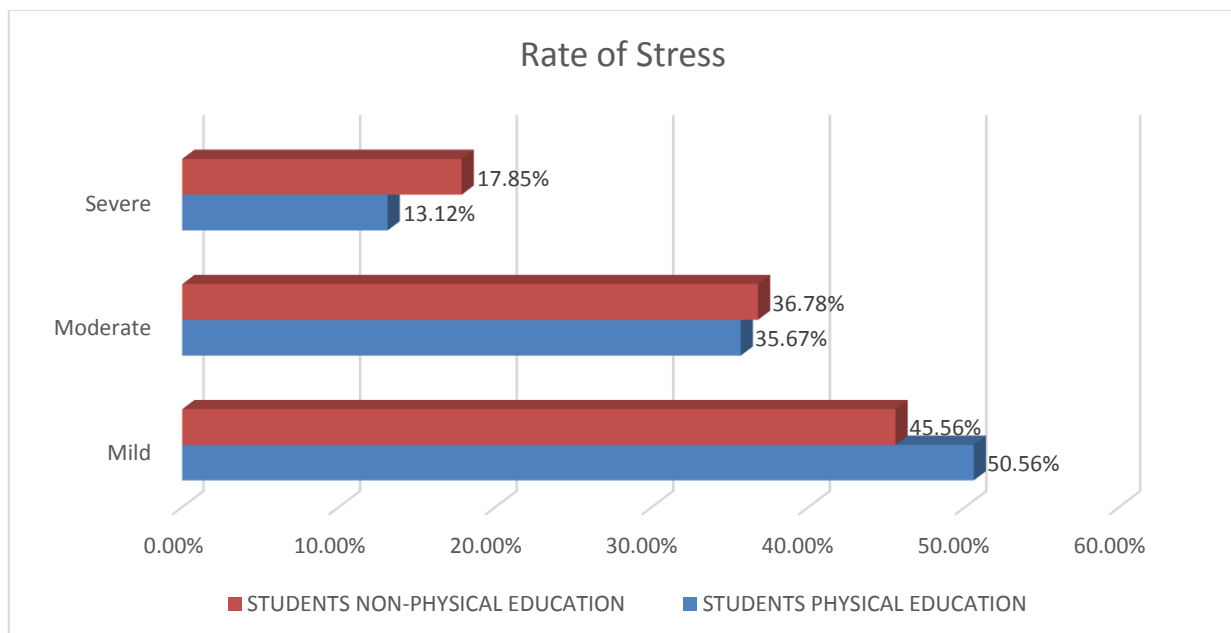


Table :2 Perceived Stress Between Physical Education And Non-Physical Education Students.

SR.NO.		STUDENTS	
		PHYSICAL EDUCATION	NON-PHYSICAL EDUCATION
1.	Mild	50.56%	45.56%
2.	Moderate	35.67%	36.78%
3.	Severe	13.12%	17.85%

Table-3 shows the rate of overall level of stress between Physical Education and Non-Physical Education students. The physical education students reported 50.56% mild stress, 35.67 Moderate stress and 13.12 % physical education students reported severe level of stress. Whereas, Non-physical education students reported 45.56% mild stress, 36.78% moderate stress and 13.12 % and Nonphysical education students reported 17.85% severe level of stress.



The findings of the study show that, Physical education students incur significantly low level of moderate and severe stress as compare to Non-Physical education students, However, Non-Physical education students have low level mild stress as compare to their counterparts. The rate of overall level of stress between Physical Education and Non-Physical Education students has been presented through graphically in figure 2

Table-3 Mean Scores, Standard Deviation and t-ratio of the academic stressors between Female Physical Education and Non-Physical Education medical students.

Dimension	Students	Number	Mean	S.Ds.	t-ratio
Academic Stressors	Physical Education students	75	68.90	8.79	7.09*
	Non-Physical Education Students	75	75.35	10.43	

* Significant at .05 level.

Table-3 depicted Mean Scores, Standard Deviation and t-ratio of the academic stressors Physical Education and Non-Physical Education students.

Table-4 Mean Scores, Standard Deviation and t-ratio of Reactions to stressors of Physical Education and Non-Physical Education students.

Dimension	Players	Number	Mean	S.Ds.	t-ratio
Reaction to stressor	Physical Education students	75	65.78	9.67	5.67*
	Non-Physical Education students	75	68.09	10.12	

* Significant at .05 level.

NS=Not Significant.

Table-4 depicted Mean Scores, Standard Deviation and t-ratio of the Reactions to stressors between Physical Education and Non-Physical Education students. The result given in Table-4 reveals that significant difference of Reactions to stressors was found between Physical Education and Non-Physical Education students ($t = 5.67, p < .05$).

III. DISCUSSION

The physical education students reported 50.56% mild stress, 35.67 Moderate stress and 13.12 % physical education students reported severe level of stress. Whereas, Non-physical education students reported 45.56% mild stress, 36.78% moderate stress and 13.12 % and Nonphysical education students reported 17.85% severe level of stress. The findings of the study show that, Physical education students incur significantly low level of moderate and Severe stress as compare to Non-Physical education students, However, Non-Physical education students have low level mild stress as compare to their counterparts. The result given in Table-3 reveals that significant difference of academic stressor was found between Physical Education and Non-Physical Education students ($t = 7.09, p < .05$). The findings show that, Non-Physical Education students was found to have got perceived more academic stressors as compare to physical education students. Table-2 depicted Mean Scores, Standard Deviation and t-ratio of the Reactions to stressors between Physical Education and Non-Physical Education students. The result given in Table-4 reveals that significant difference of Reactions to stressors was found between Physical Education and Non-Physical Education students ($t = 5.67, p < .05$). The findings show that, Physical Education students incur significantly perceived low reaction to stressors as compare to Non-physical education students. High levels of stress may have a negative effect on mastery of the academic curriculum. Stress, health and emotional problems increase during the period of undergraduate medical education. This can lead to mental distress and has a negative impact on cognitive functioning and learning (Dahlinet.al.2005). The relatively high rate of Moderate and severe stress of non-physical education students was also probably due, spent less time in exercise and physical activities, Preliminary evidence suggests that physically active people have lower rates of stress and anxiety. Economis, Hildebrant, & Hyatt, (2008), Sinku (2014) investigated that engaging in more physical activity improves psychosocial health and decreases stress.

REFERENCES

- [1]. De Jong, G.M.; Timmerman, I.G.; Emmelkamp. P.M. (1996). The survey of recent life experiences: A psychometric evaluation. *Journal of Behavioral Medicine*, 19, 529-542.
- [2]. DiBartolo, P. M., & Shaffer, C. (2002). A comparison of female college athletes and nonathletes: Eating disorder symptomatology and psychological well being. *Journal of Sport & Exercise Psychology*, 24, 33-42.
- [3]. Harris, H. L., Altekruise, M. K., Engels, D. W. (2003). Helping freshman student athletes adjust to college life using psychoeducational groups. *Journal for Specialists in Group Work*, 28, 64-81.
- [4]. Hinkle, J. S. (1994) Integrating sport psychology and sports counseling. *Journal of Sport Behavior*, 17, 52-60.



- [5]. Hudd, S., Dumlao, J., Erdmann-Sager, D., Murray, D., Phan, E., Soukas, N., & Yokozuka, N. (2000). Stress at college: Effects on health habits, health status and self-esteem. *College Student Journal*, 34, 217-227.
- [6]. Humphrey, J. H., Yow, D. A. & Bowden, W. W. (2000). *Stress in college athletics: Causes, consequences, coping*. Binghamton, NY: The Haworth Half-Court Press.
- [7]. Kimball, A., & Freysinger, V. J. (2003). Leisure, stress, & coping: The sport participation of collegiate student-athletes. *Leisure Sciences*, 25, 115-141.
- [8]. Kohn, P. M., Lafreniere, K., & Gurevich, M. (1990). The inventory of college student's recent life experiences: A decontaminated hassles scale for a special population. *Journal of Behavioral Medicine*, 13, 619-630
- [9]. Kudlacek, T. L. (1997). Analysis of perceived stressors of National Collegiate Athletic Association Division I freshmen student-athletes and freshmen non-athlete students and the effect of intervention programs on the stressors. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 57, 3871.
- [10]. Lazarus, R. S., & Folkman, S., (1984). *Stress, Appraisal, and Coping*. New York: Springer-Verlag.
- [11]. Martin, K.A., & Lichtenberger, C.M. (2002). Fitness enhancement and body image change. In T.F. Cash & T. Pruzinsky (Eds.), *Body images: A handbook of theory, research, and clinical practice*. New York: Guilford Press.
- [12]. Morgan, W.P. (1984). Selected psychological factors limiting performance: A mental health model. *American Academy of Physical Education Papers*, 18, 70-80.
- [13]. Murray, M. A. (1997). The counseling needs of college student-athletes. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 58, 2088.
- [14]. Papanikolaou, Z., Nikolaidis, D., Patsiaouras, A., & Alexopoulos, P. (2003). The freshman experience: High stress-low grades. *Athletic Insight: The On-line Journal of Sport Psychology*, 5.
- [15]. Porter, O. F. (1990). Undergraduate completion and persistence at four-year colleges and universities. National Institute of Independent Colleges and Universities.
- [16]. Pritchard, M. E., Wilson, G., & Yamnitz, B. (2004). What predicts adjustment among college students? A Longitudinal Panel Study. Manuscript submitted for publication
- [17]. Singh S.K .Academic stress of medical students: a comparative study between Non-Physical Education and Physical Education students entire research.vol.8(3)august 2016. 39-43. 09755020.
- [18]. Singh S.K (2020) Gender differences in reaction to stressors in undergraduate medical students. International Journal of Creative Research Thoughts. Volume 8, Issue 7 July 2020
- [19]. Singh S.K (2020) Gender differences in perceived level of stress in medical education. Science, Technology and Development. Volume IX Issue IV APRIL 2020 –page 36-39.
- [20]. Singh S.K (2020) Assessment of Academic Stressors in Undergraduate Medical Students. Studies in Indian Place Names (UGC Care Journal) ISSN: 2394-3114 Vol-40-Issue-50-March -2020 P a g e | 4998 Copyright © 2020Authors
- [21]. Singh S.K.Mental health of medical students : a comparative study between Non-Physical Education and Physical Education students. international journal of physical education health and sports science october 2015 vol.4(2).
- [22]. Singh S.K. level of academic stress between Non-Physical Education and Physical Education medical students. entire research 2015. vol 7(iv) 108-115. 09755020.
- [23]. Singh S.K.Psychological well-being between Non-Physical Education and Physical Education medical student. aayushi international interdisciplinary research journal (aiirj) 2015 nov. vol.2 (9).
- [24]. Singh S.K.Psychological distress between Non-Physical Education and Physical Education medical students international educational e-journal 2015 vol.4(4) 60-64.
- [25]. Singh S.K.Academic stress: comparison between student athletes and non- student athletes. Physical Education journal of physical education and allied sciences 2015 vol.1 no.1.
- [26]. Singh S.K.Academic stress among female medical students : a comparative study between Non-Physical Education and Physical Education medical students. entire research vol.7(4 dec. 2015). 09755020.