



GENDER DIFFERENCES IN STRESSORS IN PHYSICAL EDUCATION STUDENTS

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Abstract : The purpose of the study was to determine the gender differences in academic stressors and reaction to stressors in Physical Education students. In all, 50 male Physical Education students and 35 female Physical Education students during the academic year 2021-22 selected as a sample size for the study. The academic stressors and reaction to stressors measure through the the Student-life Stress Inventory. The result reveals that significant differences were found in academic stressors and Reactions to stressors between male and female Physical Education students. male Physical Education students having high academic stressors and reaction to stressors and female students are more sever stress.

INTRODUCTION

Academic stressors include the student's perception of the extensive knowledge base required and the perception of inadequate time to develop it (Carveth, Geese, & Moss, 1996). Gender refers to the social roles of men and women, which usually have a profound effect on the use and management of natural resources. Reactions to stressors refer to the state of physical or psychological arousal that usually results from the perception of stress (Thoits, 1995). Gender refers to the social roles of men and women, which usually have a profound effect on the use and management of natural resources. Students experience physical and psychological reactions to stressors when they perceive excessive or negative stress. Female students experience greater stress from quality of friendships, love relationships and relationships with parents (Darling et.al.2007). The continuous evaluation process, exhausting work hours, striving for earning high grades, goals etc are source for stress of the students in higher education (Bond 2005 et al). Excessive stress among students may reduce effectiveness of their study which contributes to bad habits, and results in negative long term consequences, including absenteeism, poor academic performance, decline cognitive ability and institutional dropout. Social situation is another important factor in causing stress. A more recent study showed that that social situation of the students could activate stress (Singh &Shekhar 2013).

METHODS

Methods

In all, 50 male Physical Education students and 35 from female Physical Education students during the academic year 2021-22 selected as a sample size for the study. The data was collected from the physical education colleges and varsity in Nanded region. Instructions were given to the students before filling these questionnaires by the Researcher or Research Assistant

Demographic information

The demographic information was collected through respondents in the form of different descriptive tests. The demographic information about, age, sex, daily smoking etc. was obtained before seeking responses.

Consent form

This form was formatted in English language & give to all participants of this study. The written consent will be taken from each subject before screening procedure.

Academic stressors and reaction to stressors

For assessment of academic stressors and reaction to stressors, the Student-life Stress Inventory (SSI) (Gadzella, 1991) was used. The inventory reflected students' life stress experiences. It consisted of 51 items. Responses to the 51 items were made on a 5-point Likert scale from 1=never, 2=seldom, 3=occasionally, 4=often, and 5=most of the times.

Data processing:

The collected data was analyzed as a whole. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, t-test, was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.



RESULTS OF THE STUDY

The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted.

Table –1.

Table – 1.
Rate of overall level of stress of physical education students

Sr. No.	Rate of stress	Male students	Female Students
1.	Mild	49.00 %	48.00 %
2.	Moderate	35.00%	34.00%
3.	Severe	16.00 %	18.00 %

Table -1 shows the Rate of overall level of stress of physical education students.

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Rate of overall level of stress of physical education students

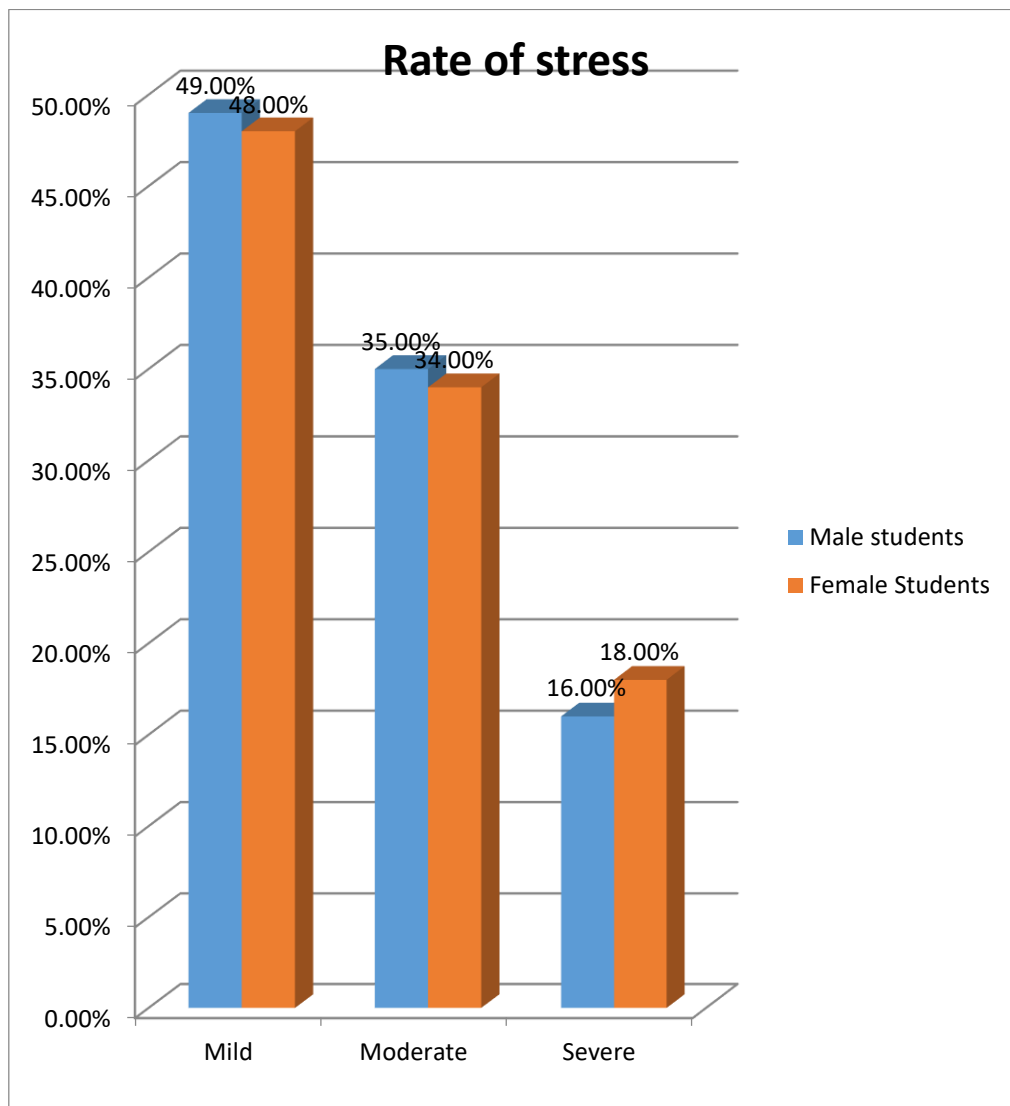




Table-2

Mean scores, Standard deviation and t-ratios of academic to Stressors of Male and Female Physical Education students.

Components	Students	Number	Mean	S.Ds.	t-ratios
Academic Stressors	Male	50	64.34	12.40	P<.05
	Female	35	60.34	11.67	

Table-2 Shows the Mean scores, Standard deviation and t-ratios of Academic Stressors of Male and Female Physical Education students.

Figure -2 Shows the Mean scores and Standard deviation of Academic Stressors of Male and Female Physical Education students

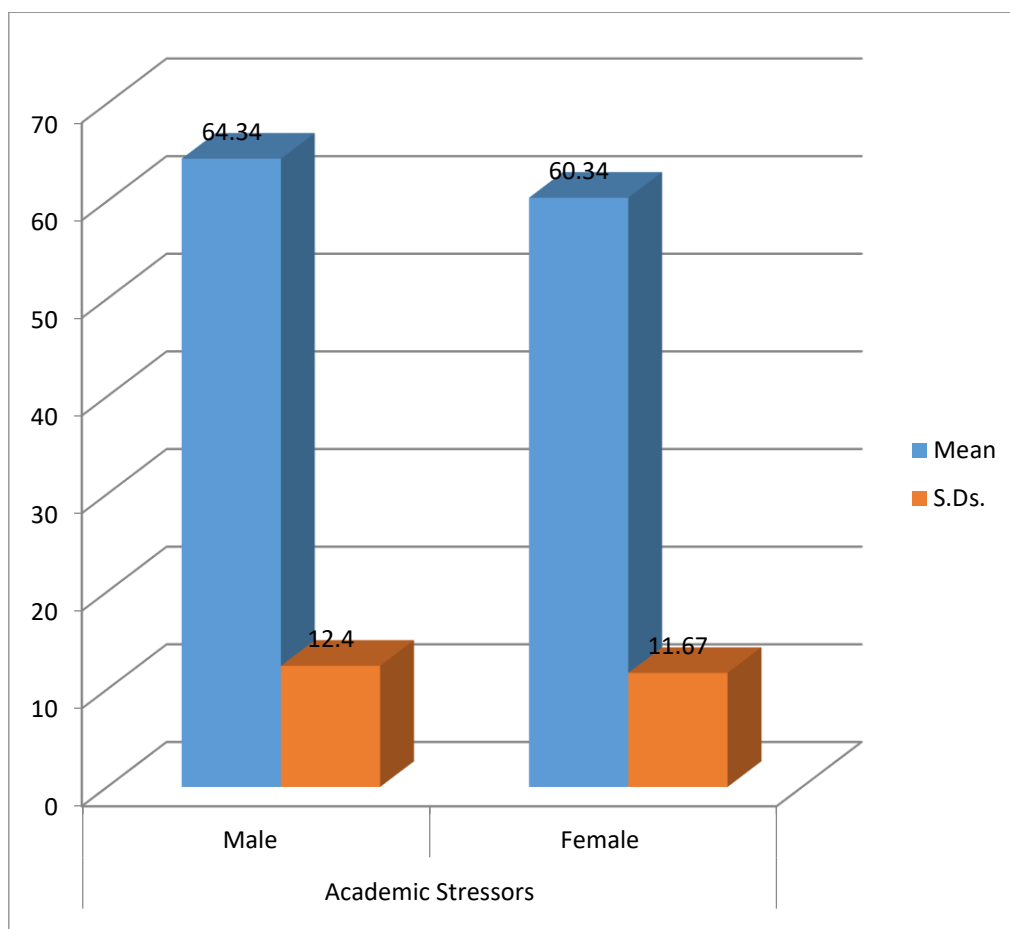


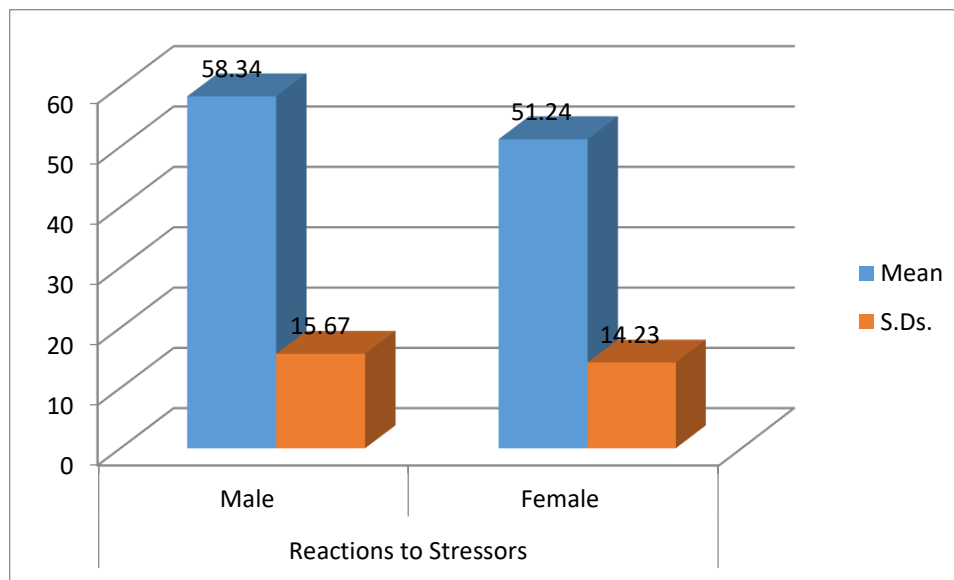
Table 3 Mean scores, Standard deviation and t-ratios of Reactions to Stressors of Male and Female Physical Education students.

Reactions to Stressors	Students	Number	Mean	S.Ds.	t-ratios
Reactions to Stressors	Male	50	58.34	15.67	P<.05
	Female	35	51.24	14.23	

Table-3 Shows the Mean scores, Standard deviation and t-ratios of Reactions to Stressors of Male and Female Physical Education students.



Figure-3 Shows the Mean scores and Standard deviation of Reactions to Stressors of Male and Female Physical Education students.



DISCUSSION

Result reveals that 49.00% male physical education students reported mild stress, 35.00% male physical education students reported moderate stress and 16.00% male physical education students reported severe level of stress. However 48.00% female physical education students reported mild stress, 34.00% female physical education students reported moderate stress and 18.00% female physical education students reported severe level of stress. With respect to Academic Stressors the mean scores obtained 64.34 to male physical education students and the mean scores 60.34 obtained to female physical education students. Similarly, the standards deviation 12.40 obtained by the male physical education students and 11.67 standard deviation obtained by the female physical education students for Academic Stressors. The results reveals the significant difference of Academic Stressors between male and Female physical education students. The findings of the study shows the male physical education students was found to have got more Academic Stressors as compare to Female physical education students. With respect to Reactions to Stressors the mean scores obtained 58.34 to male physical education students and the mean scores 51.24 obtained to female physical education students. Similarly, the standards deviation 15.67 obtained by the male physical education students and 14.23 standard deviation obtained by the female physical education students for Reactions to Stressors. The results reveals the significant difference of Physiological components of Reactions to Stressors between male and Female physical education students. The findings of the study shows the male physical education students was found to have got more Reactions to Stressors as compare to Female physical education students. Male Physical Education students having greater Reactions to stressors as compared than female Physical Education students, this study supported the findings of Singh (2015), but did not supported to Misra & McKean (2000) and Milkie, & Thoits, (1993) investigated that Women displayed greater Reactions to stressors. However, Stress can cause unusual and dysfunctional behaviour at work and contribute to poor physical and mental health and it may lead to a variety of disorders and illnesses from chronic fatigue to depression (Kivimäki et al, 2002). In extreme cases, long-term stress may lead to psychological problems and be conducive to psychiatric disorders resulting in absence from work (McFarlane, 2010). Some people who experience stress may engage in unhealthy life style such as; sedentary life style drinking smoking, excessive, poor diet and little exercise (Ortqvist and Wincent, 2008). Stress produces emotional reactions ranging from exhilaration, when an event is stressful but manageable, to anxiety, anger, discouragement and depression when an event appears to be unmanageable (McVicar, 2003).

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