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Relative Study of Stress in Physical Education and Non-Physical Education Students

Dr. Pradeep Kumar*

Asst. Prof., Dept. of Sports & Phy. Edu., Govt. Women (PG) College, Kandhla (Shamli)

Abstract – Sports demands more specialized research and training in psychology. That is how, today, we have "sports psychology," "psychological conditioning," "psychological preparation", "psychological training" etc. The study was performed with randomly selected 30 male subjects from Physical Education students and 30 male subjects of non-Physical Education students of age range 17 to 23 years old of Chaudhary Charan Singh University, Meerut. The study was also delimited to assessment of stress by using stress questionnaire of Miller and Allen. The significant difference of stress between physical education students and non-physical education students was 1.88, which is below than the required value at 0.05 level of significance (t=2.00). It shows there is no significant difference between the performance of physical education and non-physical education subjects.

Keywords : Sports, Stress, Physical Education Students, Non-Physical Education Students, 't' ratio.

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INTRODUCTION SEQ MTEqn * SEQ MTSec \r 1 *

Sports psychology is prevalent now-a-days which was not in the past. Sports scientists belief that humans are thinking and performing animal. It is believed that the most helpful type of intellectual behaviour in which an athlete may engage is intellectual flexibility, the willingness to cast off inappropriate but previously employed methods, strategies and skills. The element of competition in sports demands more specialized research and training in psychology. The idea is to improve the performance of athletes by exploring their 'psychic energy'. Athletic training is incomplete without mental training of athletes who have to cope with extremely stressful situations on and off the play field. So long as the aim of sport continues to be the "wellbeing" of the' individual, psychology will help the coach to devise ways and means to plan his/her programmes accordingly. Sports psychology steps into guide the athlete and the coach. Psychological approach to athletic training plays an important part today.

A physical, chemical or emotional factor causing mental tension; possible factor in causing disease. Stress has been identified as being damaging to individual. In many situations individuals have different tolerance levels to cope with stress. Leary advocated that stress runs the risk of conveying negative images of oneself in competitions feeling like being unskilled, incompetent, unfit, unable to handle pressure which is conveyed to observers, teammates, Physical Education teachers, opposing team members and to the world at large.

Cumming made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Results indicate that no significant differences were found among different classification of teachers. Smeltzer used the stress diagnostic survey to determine the work stress among government and private industry. Results indicated that variables associated with communication at the group and individual, not organization level had the greatest effect on work stress. Nelson studied personnel professionals and found that females reported significantly more stress from politics and higher levels of psychological and physiological distress, when compared with males. However, the females did not report more stress than males on variables concerning work/home, home conflicts or career progress. Jokela and Hanin conducted a study on successful and unsuccessful athletes on optimal functioning model. An athlete performance is successful when his or her pre-competition anxiety is within or near the individually optimal zone with anxiety falls outside the optimal zone, performance deteriorates. Stephens and Bredemeier conducted the study on recent sport psychology research addressing athletic aggression has tended to focus on the normal or the motivational dimensions of aggressive behaviour. Sharma conducted a study to determine the influence of casual attribution success and failure among competitive male gymnasts. Nandi conducted a study on anxiety and its effect upon the performance soccer

skill test requiring gross motor skills and concluded that low anxiety subjects performs significantly better than that of high anxiety subjects in dribbling the ball for time and kicking the ball for distance with left foot and performed well in gross motor soccer skills, who were having low anxiety state. Pradeep Kumar studied Comparative Self-Concept Study of Physical Education and Non-Physical Education Students.

The purpose of this study was to compare stress between physical education and non-physical education students.

SAMPLING AND AREA OF THE STUDY:

The study was delimited to the university students with in the Geographical Area of Chaudhary Charan Singh University, Meerut age ranging from 17-23 years. Thirty male subjects were randomly selected from Physical Education students of Chaudhary Charan Singh University, Meerut and thirty male subjects were randomly selected from non-Physical Education students of Chaudhary Charan Singh University, Meerut.

The study was also delimited to assessment of stress by using Miller and Allen stress questionnaire. The questionnaire was distribute to all the subjects and they are instructed to fill the questionnaire within certain time limit. There in no time limit but generally 20 minutes is found sufficient for responding to all the items. As the subjects are well matured they were explained orally about the method of answering questions. They scholar assured that the scores obtained in the test would be kept confidential.

No special motivational technique was employed in the study, using influence which might affect the results of the study. There is no means to find out whether the subjects have completed the questionnaire whole-heartedly.

This stress inventory contains twenty five question to be answered with two alternatives choice i.e. ‘yes’ and ‘no’. The inventory provides information on a variety of stress indicators and in this report, would logical validity obviously the examiner who marks “Yes” by many items would be viewed as having a high level of stress. A low- stress individual would respond “No” to most of the items. It would be unusual for an individual to mark “No” by all items, since everyone function with a certain level of stress, for information on other aspects of this inventory, including reliability validity and scoring, refer to the original source.

RESULTS AND DISCUSSION

The analysis of data and results of the study on selected were psychological characteristics from 30 male subjects of Physical Education and 30 male subjects of non-physical education have been presented in this manuscript. The subjects were selected on random basis. Raw scores are presented in Table No. 1.

Table 1

Raw scores of various Dimensions of Stress of physical education and non-physical education students.

S. No.	Physical Education Students	Non-Physical Education Students
1	-11.00	15.00
2	3.00	5.00
3	-1	7.00
4	-1.00	5.00
5	7.00	-7.00
6	3.00	3.00
7	-19	-1.00
8	13.00	11.00
9	9.00	17.00
10	15.00	-9.00
11	7.00	-7.00
12	3.00	9.00
13	-1.00	13.00
14	-7.00	-11.00
15	9.00	7.00
16	9.00	-3.00
17	13.00	-3.00
18	5.00	11.00
19	1.00	-1.00
20	-3.00	-11.00
21	7.00	-7.00
22	7.00	9.00
23	13.00	-13.00
24	1.00	1.00
25	1.00	-3.00
26	3.00	-9.00
27	-1.00	3.00
28	-7.00	-4.00
29	-9.00	11.00
30	15.00	5.00

The ‘t’ ratio was applied to examine the data with regards to physical education subjects and non-physical education subjects. The ‘t’ ratio was applied to find out the significance of difference between physical education subjects and non-physical education subjects on stress.

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In order to determine the significance of difference on stress between physical education subjects and non-physical education subjects, t-test were applied. The

results pertaining to the stress have been presented in Table No. 2.

Table No. 2

Significant difference between the means of Stress of physical education and non-physical education students.

Mean				
Physical Education	Non-Physical Education	DM	σ DM	't' ratio
2.80	1.43	1.37	0.73	1.88

* significant, $t_{0.05}(58)= 2.00$

Table No. 2 reveals that the significant difference of stress between physical education students and non-physical education students was 1.88, which is below than the required value at 0.05 level of significance (t=2.00). It shows there is no significant difference between the performance of physical education and non-physical education subjects, thus it may be concluded that the stress of physical education and non-physical education students are same.

There are insignificant differences on stress of physical education students and non-physical education students. It may be due to that physical education programme has nothing to influence on stress. On the basis of the above finding it is stated that the hypothesis formulated earlier in the study is rejected for the stress.

In light of conclusions drawn, the following recommendations were made:

1. Similar study may be repeated by employing a large sample of students.

2. Similar study may be conducted by selecting other psychological variables.

3. Similar study may also be conducted on various age groups.

4. Similar study may be conducted on female subjects.

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Corresponding Author

Dr. Pradeep Kumar*

Asst. Prof., Dept. of Sports & Phy. Edu., Govt. Women (PG) College, Kandhla (Shamli)

E-Mail – pradeepkumar.phe@gmail.com