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A Pilot Study of Stress between Physical Education and Professional Students

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Abstract

The present study deals with the comparison of life stress of Physical education and professional students by using Gadzella's Life Stress Inventory (B. M. Gadzella, 1991). The sample consisted of 50 Physical education students and 50 professional students were selected for the study. The result reveals that significant difference of Academic stressors was found between Physical education and professional students ($t < .05$). While comparing reaction to stressors, the result reveals that insignificant difference of Reactions to stressors was found between Physical education and professional students.

Introduction

The stress of students may due to academic pressure , perfectionist standard and scarcity of job which requires involvement with the most personal or emotionally draining aspects of life. The continuous evaluation process, exhausting work hours, striving for earning high grades, goals etc are not the only source for stress on students .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 Although researchers acknowledge that participation in athletics can serve as a buffer to stress (Hudd et al.), athletic participation itself can become an additional stressor that traditional college students do not experience (Kimball & Freysinger, 2003). Athletes experience unique stressors related to their athletic status such as extensive time demands; injuries and performance in a tournaments. 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. Therefore, Investigator **determines** the stress of Physical education and professional students.

Methods

The data was collected from 50 Physical education (M.P.ED, B.P.ED) and 50 professional students (MBA and MED) from Nanded, 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. It was contents of 51 items to be divided into two sections: stressors and reactions to stressors. The type of stressors section was including both personal and academic stressors and is divided into the following five categories: frustrations, conflicts, pressures, changes, and self-imposed. The reactions to stressors section was comprise of the following four categories: physiological, emotional, behavioral, and cognitive. Participants respond to a five-point scale using 1 = never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = most of the time. The demographic

information about Gender, age, daily smoking, drug 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.

As the primary aim of the study was to compare the academic stress of students with the help of t-ratio

Table – 1

Personal Characteristics of students between Physical education and professional students

Sr.No.	Personal characteristics	Students	
		Physical Education	Professional
1)	Daily Physical Exercise	91.23 %	16.89%
2)	Use of Internet	69.07%	87.45%
3)	smoking	04.10 %	11.12%
4)	Any chronic disease	3.56%	7.45%
5)	Any physical Abnormalities	6.17%	9.23%

Table-1 indicates the percentage of personal characteristics of Physical education and professional students.

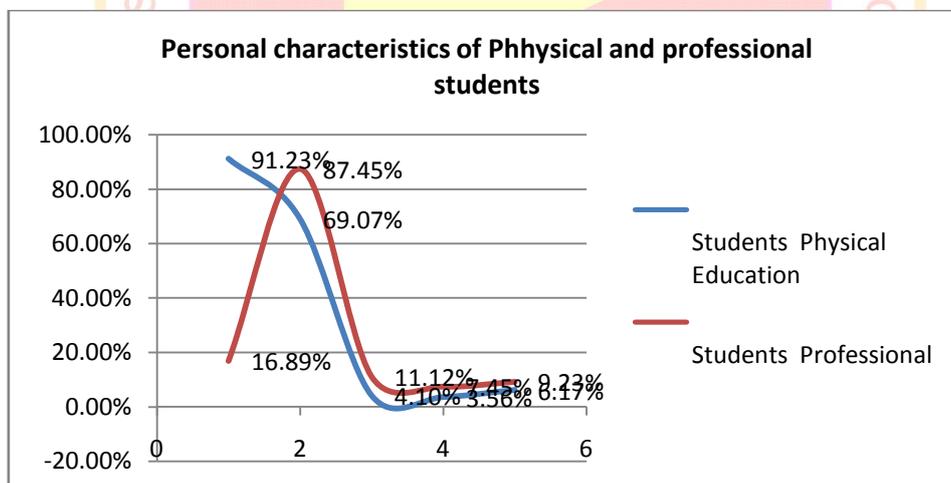


Table-2

Mean Scores, Standard Deviation and t-ratio of the academic stressors between Physical education and professional students.

Dimension	Students	Number	Mean	S.Ds.	t-ratio
Academic Stressors	Physical education students	50	60.34	7.89	(t=, <.05)
	Professional students	50	55.67	5.92	

Table 2 depicted Mean Scores, Standard Deviation and t-ratio of the academic between Physical education and professional students. With regards to mean score of Academic Stressors of Physical education students were obtained 60.34 and mean score of Academic Stressors of Professional students were obtained 55.67 respectively. However, the standard deviation of Academic Stressors of Physical education students were obtained 7.89 and standard deviation of Academic Stressors of Professional students were obtained 5.92 respectively. The result given in Table 2 reveals that significant difference of Academic stress was found between Physical education and professional students ($t < .05$).

Table-3
Mean Scores, Standard Deviation and t-ratio of Reactions to Stressors of Physical education and professional students.

Dimension	students	Number	Mean	S.Ds.	t-ratio
Reaction to stressor	Physical education students	50	60.56	8.67	1.56 NS
	Professional students	50	61.45	8.65	

* Significant at .05 level.

Table 3 depicted Mean Scores, Standard Deviation and t-ratio of the Reactions to stressors along with its four categories between Physical education and professional students. With regards to mean score of Reaction to stressor of Physical education students were obtained 60.34 and mean score of Reaction to stressor of Professional students were obtained 55.67 respectively. However, the standard deviation of Reaction to stressor of Physical education students were obtained 7.89 and standard deviation of Reaction to stressor of Professional students were obtained 5.92 respectively. The result given in Table 3 reveals that no significant difference of Reaction to stressor was found between Physical education and professional students.

Discussion

The result revealed that, 91.23 % Physical education students engaged in daily physical exercise/sporting activity, whereas 16.89% Professional students engaged in daily physical exercise. 69.07% Physical education and 87.45% professional students used internet. 4.10% Physical education students reported that they have smoked, while 11.12% Professional students reported that they have smoked. Furthermore, 3.56 % Physical education students suffered Any chronic disease, whereas 7.45% Professional students suffered Any chronic disease. In addition, 6.17 % Physical education students reported Any physical Abnormalities, whereas 9.23% Professional students reported Any physical Abnormalities. The research findings showed that there was significant difference of academic stressors was found between Physical education and Professional students. Physical education students was found to have got more suffer from academic stressors as compared than Professional students. Academic stressors include the student's perception of the extensive knowledge base required and the perception of inadequate time to develop it. Students report experiencing academic stress predictably, with the greatest sources of academic stress being found in taking and studying for physical education sports, physical activity exams and with respect to grade competition and the large amount of content to master in a small amount of time. The more academic stressors of Physical education students this may be due to the physical education students have a more insecure position after their course, and may take unpaid auscultation

positions at schools to gain credits, personal factors such as staying away from family, adjustment to unfavorable hostel conditions, parental expectations, etc.

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