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STRESSES IN PHYSICAL EDUCATION AND NON PHYSICAL EDUCATION STUDENTS

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Abstract: The purpose of the study was to determine the differences in reaction to stressors in Physical and Non-Physical Education students . In all, 300 Physical Education students and 300 from Non-Physical education students during the academic year 2018-19 selected as a sample size for the study. The reaction to stressors measure through standardised Inventory. The findings, of the study indicates that Non-Physical education was found to have got more Moderate and severe stress as compared to Physical education students. The result reveals that only significant differences were found in Physiological Reactions to stressors. However no significant difference of reaction to stressors was found between Physical and Non-Physical Education students.

INTRODUCTION

Reactions to stressors refer to the state of physical or psychological arousal that usually results from the perception of stress (Thoits, 1995). Excessive stress induces physical impairments, and it is not uncommon to find students afflicted with persistent lack of energy, loss of appetite, headaches, or gastrointestinal problems (Winkelman, 1994). The mechanism included changes in physiological functioning, increased high risk behaviour and inadequate coping, etc.. Generally we view stress as having either psychological and/or physiological reactions that negatively affect health. Stress affects people in different ways and is recognised as a cause of ill health (Ortqvist and Wincent, 2008). 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. Research shows that stress also affects **students indirectly**, through poor health behaviors. One study of children ages 5–12 years old found that higher stress levels may contribute to less physical activity and more sweet food consumption, emotional eating, restrained eating, and external eating (Michels et al., 2015)

METHODS

The purpose of the doctoral study was to find out the differences of health outcomes, academic stress, coping and self-efficacy between physical and Non-Physical Education (NPEdu) students. Total 300 physical education and 300 other students selected for the study and their age ranged between 18-30years. The data was collected through respondents in the form of different experimental tests. The demographic information about Gender, age, daily smoking, drug use, etc. was obtained before seeking responses. This study involves a cross sectional, comparative study of physical and Non-Physical Education (NPEdu) students. The research design of the study is to descriptive research design. The study depends mainly on primary source of data. The data was collected through respondents in physical and Non-Physical Education (NPEdu) students the Instructions was given to the respondents before filling the questionnaires. The data was collected through questionnaires. The instruction was given by the investigator to the students before filling these questionnaires. For assessment of Academic Stress, the Student-life Stress Inventory (SSI) (Gadzella, 1991) was used. T-test, was considered statistically technique throughout the study. The level of significant was set-up at 0.05 level

Results and Discussion of the Study

RATE OF OVERALL LEVEL OF STRESS OF PHYSICAL EDUCATION

Table – 1 shows that Rate of overall level of stress of Physical Education students**.**

Figure- 1 shows that Rate of overall level of stress of Physical Education students

Sr. No.	**Rate of stress**	Physical Education
1.	Mild	52.00%
2.	Moderate	33.00%
3.	Severe	15.00%

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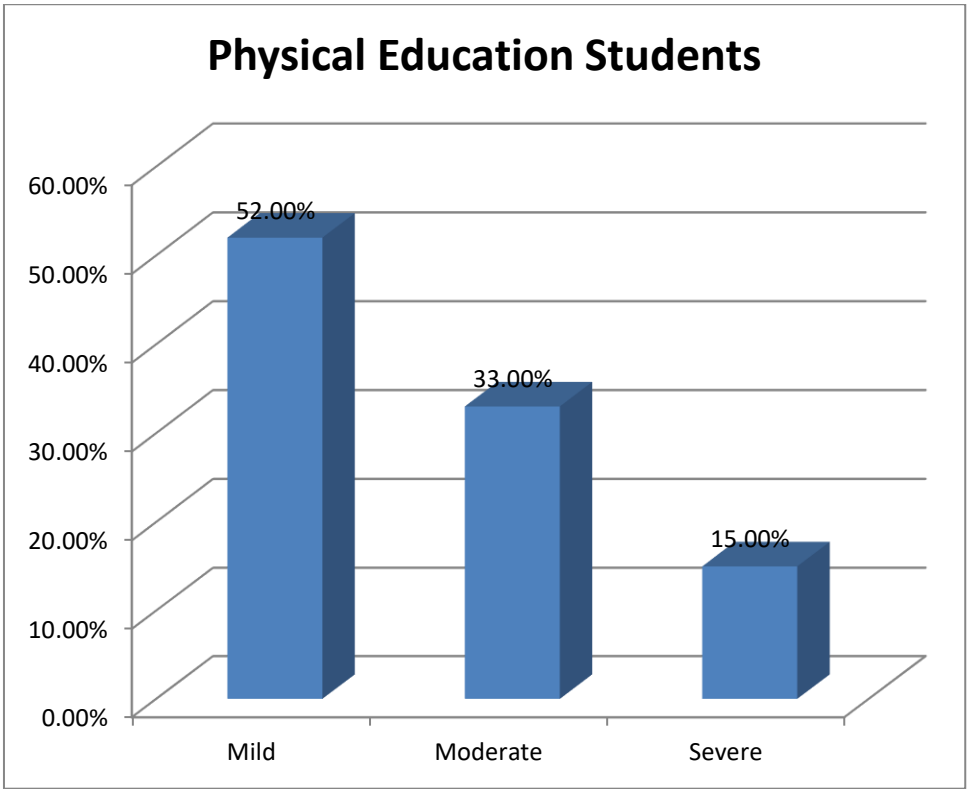

TABLE –2
RATE OF OVERALL LEVEL OF STRESS OF NON-PHYSICAL EDUCATION

Sr. No.	**Rate of stress**	Non-Physical Education
1.	Mild	47.00%
2.	Moderate	36.00%
3.	Severe	17.00%

Table – 2 shows that Rate of overall level of stress of Non-Physical Education (NPEdu)**.**

Figure: 2 shows that Rate of overall level of stress of Non-Physical Education

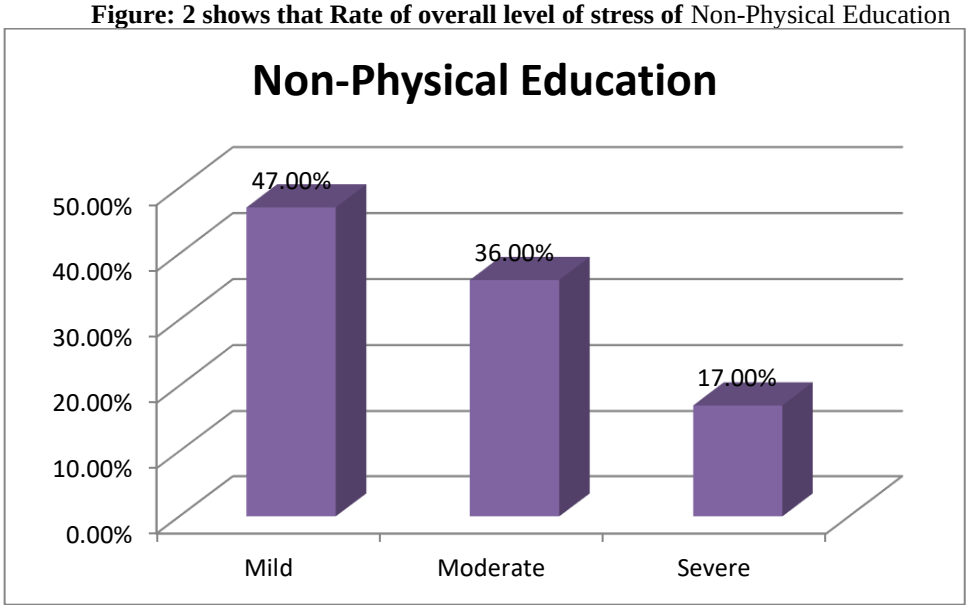

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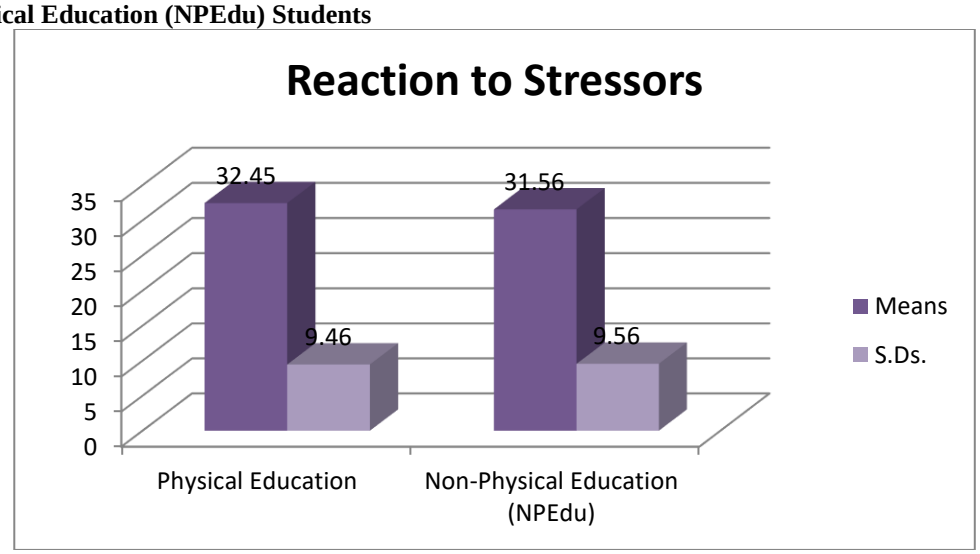
Table -3

Illustration of Statistical comparison of the Reaction to stressors among Physical education and Non-Physical Education (NPEdu) Students .

Components	Students	Number	Means	S.Ds.	T-ratios
Reaction to stressors	Physical Education	300	32.45	9.46	1.58 NS
	Non-Physical Education (NPEdu)	300	31.56	9.56	

Table -3 depicted Mean scores, Standard deviation and t-ratio of Reaction to Stressors between Physical Education and Non-Physical Education (NPEdu) Students .

Figure-3 The Mean scores and Standard deviation of Reaction to Stressors between Physical Education and Non-Physical Education (NPEdu) Students



DISCUSSION

Result reveals that 52.00% Physical Education students reported mild stress, 33.00% Physical Education students reported moderate stress and 15.00% Physical Education students reported severe level of stress. 47.00% Non-Physical Education (NPEdu) students reported mild stress, 36.00% Non-Physical Education (NPEdu) students reported moderate stress and 17.00% Non-Physical Education (NPEdu) reported severe level of stress. The physical education students obtained 32.45 mean score of Reaction to Stressors of Non-Physical Education (NPEdu) Students were obtained 31.56 mean scores, Whereas, the physical education students obtained 9.46 Standard Deviation of Reaction to Stressors and Non-Physical Education (NPEdu) Students were obtained 9.56 Standard Deviation. The Result of the study indicates that, there was no significant difference of Reaction to Stressors between Physical Education and Non-Physical Education (NPEdu) Students was found . The excessive stresses and strains affect adversely the quality of life. Further, people undergoing too much of stress and strain are more liable to be affected by different types of infections than others because of poor immunological responses. The study of the causes and effects of stress is one of the most important subjects of investigation for a modern society . But very few scientists and medical men have taken much interest in this subject. About five decades ago Hans Selye reported to the world that stress causes marked changes in the entire body, but not many attempts were made to apply this knowledge in solving the problems of human sufferings. Selye earlier suggested that all the non-specific responses of stress such as hypertrophy of adrenal cortex, lymphopenia and GI ulcerations occurred as a result of excessive secretions of adrenocortical hormones. He further proposed that such a response was mostly due to stimulation of anterior pituitary gland which regulated the adrenal cortex. However this was not fully accepted by the physiologists. Cannon had postulated earlier that adrenal medulla and its hormone adrenaline were responsible for the appearance of various physiological changes in the body after any type of psychosomatic stimulation. Exercise enhances the mind-body connection, which can improve your mood and physical health – and even lighten various psychological disorders.

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