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COMPARISON OF STRESS BETWEEN PHYSICAL EDUCATION STUDENTS AND NON PHYSICAL EDUCATION STUDENTS

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ABSTRACT:

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

The subjects were thirty male undergraduate students of Lakshmbai National Institute of physical education, Gwalior and thirty male undergraduate students of Jiwaji University represented as physical education students and non physical education students respectively. The age of the

subject was ranging from 17 to 23 years.

The stress scores of the subjects were obtained by using stress inventory by Miller and Allen. To compare the level of stress t-test was used. The test showed that there was no significant difference between physical education students and non physical education students in relation to stress as 't' value was not found significant (1.88), where as required value was (2.00) at 0.05 level of significance.

KEYWORDS: *Stress, Professional, Non Professional and Physical Education.*

INTRODUCTION:

Stress has been defined as the adaptative physiological response of the human organism to internal and external forces and event which disturb the homeostatic balance of the individual. Stress is the body's reaction to harmful situations whether they are real or perceived. Physical and social agents are conditions Psychological stress occurs as a result of a person perusing environment mental demands exceeding coping abilities adopt person commitment to success leaves

a player more vulnerable to threat by the prospect of poor performance injury. There is no doubt that sports are the healthiest way of recreation. Its importance in the competitive world cannot be underestimated. Some of the factors, which contribute to the success in sports, are: the technique, training, sports medicine, sports psychology and optimum facilities of participants.

REVIEW OF LITERATURE

Cumming (1995), made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Maslach Burnout Inventory, Minnesota Job Satisfaction Questionnaire and Demographic profile were used to survey over

292 special needs teachers. Results indicate that no significant differences were found among different classification of teachers. Depersonalization was found to be a significant factor in the extrinsic satisfaction, a teacher experienced in his/her job. Smeltzer (1987), 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. In addition a 'type A' behavioral style was significantly related to role overload and responsibility for

people.

Fogelson (1993), determined to find out the occupational stress and burnout among teachers and administrators in elementary school. He used the Maslach burnout inventory, role questionnaire by Rizzo et al. (1970), a demographic questionnaire and Fogelson Educators survey constructed for this study. The results indicated that emotional exhaustion was present in moderate levels but that depersonalization and feelings of lack of personal accomplishment were low among teachers and administrator. Levels of role conflicts and role ambiguity were also low when compared to establish norms. Other influencing factors were age, grade level taught, communication styles and school governance models.

METHODOLOGY

Selection of Sample

Sixty male subject were randomly selected from L.N.I.P.E., Gwalior and Jiwaji University, thirty subjects were physical education students and remaining thirty subjects were be non-physical education students from Jiwaji university, Gwalior. The age of the subjects was ranging from 17 to 23 years.

Selection of Tools

Stress was measured by the questionnaire of Miller and Allen.

Collection of Data

This stress inventory contains twenty five questions to be answered with two alternative 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 examine who marks "Yes" by means item 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.

Statistical Procedure

To compare stress between physical education students and non physical education students, independent t- test was applied between the means. The level of significance for t-test was set at .05

FINDINGS

In order to determine the significance of difference on stress between physical education subjects and non physical education subjects, t-test were applied. The result pertaining to the stress has been presented in table 1.

Table 1
Significant difference between the means of stress of physical education and non-physical educations students

<u>Mean</u>				
Physical Education	Non Physical Education	DM	σ DM	't' ration
2.80	1.43	1.37	0.73	1.88

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

Table 1 reveals that the significant difference of stress between physical education students and non physical education students was 1.88, which 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.

DISCUSSION OF FINDINGS

The responses given by the physical education and non physical education students to compare the stress among physical education and non physical education students were analyzed. It is revealed from the collected data that there were insignificant differences in stresses of physical education students and non physical education students. From the findings it was observed that there were insignificant differences in stresses between physical education students and non physical education students so the hypothesis may be rejected.

CONCLUSIONS

The study showed that the stress level in physical education students is insignificant in comparison to non physical education students. It may be due to the physical education program has nothing to influence on stress.

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