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## A COMPARATIVE STUDY OF STRESS AND SELF-EFFICACY AMONG MALE PLAYERS AND MALE NON-PLAYING SCHOOL STUDENTS



Dr. Sanjay Kumar

### ABSTRACT :

In the present study, an attempt has been made to compare stress levels due to frustration, conflicts, pressure, changes, self-imposed, physiological reaction to stressors, behavioral reaction to stressors, emotional reaction to stressors, cognitive reaction to stressors and self-efficacy of male players and male non-playing school students. For the present study, eighty students of different Schools of Himachal Pradesh, were randomly drawn to act as subjects for the study. Data regarding stress was collected by using Student Life Stress Inventory (Gadzella, 1991) and used Self-Efficacy Scale (1998) for collecting data regarding self-efficacy. Mean and standard deviation used as statistical techniques to draw mean of total scores of each variable between subjects and t-test is also used to find out significance difference. It was found that male players have higher physiological and emotional reaction to stressor than male non-playing School students. Male players perceived higher stress due to self-imposed. But no significant difference found in stress perception due to frustration, conflicts, pressure and changes between male players and male non-players. Further, self-efficacy level found higher in male players than male non-players.

**KEYWORDS :** Stress. Self-Efficacy. Player. Non-Player

### INTRODUCTION

The study of stress as well as self-efficacy among players and non-playing School students has been a topic of interest for many years. Players experience unique stressors related to their sports status. In addition to these stressors players must also meet the increased academic demands at the school level. The interaction of these stressors presents a unique problem for the school student players (Papanikolaou et al., 2003). Players have a very different school experience from their non-playing counterparts. Developing of self-efficacy will help in handling of a crisis or difficult situations. Student players face many challenges in both spheres of academics and sports. When stress is perceived negatively or become excessive, it can affect both physical health and academic performance (Campbell & Svenson, 1992).

The transition from high School to school can be stressful for any student, but the recent evidence suggests that players may experience even greater levels of stress due to the dual demand of athletics and academics placed on them during their freshman year (Hudd et al., 2000). Sports participation itself can become an additional stressor that traditional school student do not experience but it is also proved that participation in sports can serve as buffer to stressor (Kimball & Freysinger, 2003). The interaction of multiple stressors present a unique problem for the school student player, and evidence suggests that the combination of these stressors has a negative affect on their well-being. In addition to mental health concern, many players reported physical health concerns as well, such a lack of sleep, continuous tension, fatigue, headaches, and digestive problems

(Humphrey, Yow, & Bowden, 2000).

Bandura (1997) defines self-efficacy as the "belief in one's capabilities to organize and execute the courses of action required to produce given attainments." The greater a person's sense of self-efficacy, the more persistent he/she will be and the more likely it is that the individual will be successful. Those who have high levels of self-efficacy are more confident that they will be able to accomplish goals in certain areas than those with low self-efficacy.

Self-efficacy in sports is not built on skills alone. Players must learn to navigate competitive events that are comprised of many uncontrollable and unanticipated variables. Players may have to adjust their style and plan based on changing game demographic, weather, strategies, and opponent's behavior. In order to adapt to changing variables, in order to be successful in athletic endeavors, athletes must have a high level of cognitive self-regulation, which is the ability for a person to control and to focus their minds on the task or task at hand (Bandura, 1994)..

Bandura (1997) found that athletic self-efficacy is a complicated process by which athletes develop and master skill related to their sport or position of choice. Research states that athletic skill is primarily built through modeling. Athletes in competition must contend with stressors, interruptions, crowds, physical pain and emotional and cognitive distracters. The athletes ability to conquer these stressors and distracters will help athletes to improve their cognitive self-regulation and will aid in improving their sports self-efficacy.

**METHODOLOGY**

**Selection of subjects:** For the present study, eighty students of different Schools of Himachal Pradesh , were randomly drawn to act as subjects. Out of eighty students, there were forty male players and forty male non-playing school students.

**Variables:** Stress due to frustration, conflicts, pressure, changes, self-imposed, physiological reaction to stressors, behavioral reaction to stressors, emotional reaction to stressors, cognitive reaction to stressors and self-efficacy were treated as variables in the present study.

**Tools used:** In the present investigation, two questionnaires were used as tools for gathering data. The investigator collect data regarding stress using Student Life Stress Inventory (Gadzella, 1991) and used Self-Efficacy Scale developed by Sud, Schwarzer & Jerusalem (1998) for collecting data regarding self-efficacy.

**Statistical Techniques:** The data analyzed and compared with the help of statistical procedure in which arithmetic mean, standard deviation (S.D.) and t-test used to compare the data.

**Table 1: Comparison of Stress and Self-Efficacy between Male Players and Male Non-Playing school Students**

S.No	Variables	Male Players		Male Non-Players		t-value	p-value
		Mean	S.D.	Mean	S.D.		
1.	Frustration	21.35	3.64	20.50	4.98	-0.87	0.38
2.	Conflicts	9.37	2.27	8.82	2.75	-0.97	0.33
3.	Pressure	11.57	2.52	11.32	3.26	-0.38	0.70
4.	Changes	8.77	2.23	8.55	2.24	-0.45	0.65
5.	Self-imposed	24.55	3.99	21.72	4.60	-2.93	0.00
6.	Reaction to stressors	35.72	9.65	30.15	8.43	-2.75	0.00
	Physiological						
7.	Emotional	12.15	2.09	10.43	3.94	-2.47	0.02
8.	Behavioral	21.07	4.70	19.10	4.98	-1.82	0.07
9.	Cognitive	6.83	1.63	6.30	1.69	-1.54	0.12
10.	Self-efficacy level	34.12	4.43	32.65	3.20	2.05	0.04

Level of significance, p < .05

## RESULTS

Mean, standard deviation (S.D.), t-values and p-values of variables of male players and male non-players have been depicted in table 1.

It is evident from the table 1 that male playing students have mean level of stress due to frustration 21.35 (SD = 3.64) and male non-playing school students have mean level of life stress due to frustration 20.50 (S.D. = 4.98). It shows that there is insignificant difference between male players and male non-playing SCHOOL students in the perception of life stress due to frustration because,  $p > .05$ . Male playing students have mean level of life stress due to conflicts 9.37, (S.D. = 2.27) and male non-playing students have 8.82, (S.D. = 2.77) mean level of stress due to conflicts. There is insignificant difference of stress perception between male players and male non-playing school students because  $p > .05$ . It shows that there is no significant difference of life stress perception due to conflicts between male players and non playing school student. Male playing students have 11.57 (S.D. = 2.52) mean level of life stress due to pressure and male non-playing students have 11.32 (S.D. = 3.26) mean level of stress due to pressure. Level of significance between male players and male non-playing school students is greater than .05 ( $p > .05$ ). It shows that there is insignificant difference between life stress perception between male players and male non-playing school students. It is evident from Table 1 that male playing students have 8.77 (S.D. = 2.23) mean level of stress perception due to changes and male non-playing students have 8.55 (S.D. = 2.24) mean level of life stress due to changes. It is evident from Table 1 that the level of significance between male between male players and male non-playing students is greater than .05 ( $p > .05$ ). It shows that there is insignificant difference between male players and male non-players regarding stress perception due to changes. Male playing students have 24.55 (S.D. = 3.99), mean level of stress due to self-imposed and male non-playing students have 21.72 (S.D. = 4.60), mean levels of life stress perception due to self-imposed. It also reveals that there is significant difference regarding stress perception due to self-imposed ( $p < .05$ ). It is evident from Table 1 that male playing students have 35.72 (S.D. = 9.65) and male non-playing school students have 30.15 (S.D. = 8.43) mean levels of physiological reaction to stress. It shows that there is significant difference between male players and male non-players regarding physiological reaction to stress ( $p < .05$ ). It is analyzed that male players have higher level of physiological reaction to stressor than male non-playing school students. The perusal of table 1 also reveals that male players and male non-players have 12.15 (S.D. = 2.09) and 10.40 (S.D. = 3.94) mean levels of stress due to emotional reaction to stressors respectively. It is also evident from table 1 that p-value is less than level of significance,  $p < .05$ , the level of significance. It is found that there is significant difference between male players and male non-players in the perception of stress due to emotional reaction to stressors, ( $p < .05$ ). It is analyzed that male players have high level of stress than male non-players regarding emotional reaction to stressors. Male players and male non-player have 21.07 (S.D. = 4.70) and 19.10 (S.D. = 4.98) mean levels of behavioral reaction to stressors respectively. It shows that there is in significant difference between male players and male non-players regarding behavioral reaction to stressors,  $p > .05$ . It is evident from Table 1 that male players and male non-players have 6.87 (S.D. = 1.63) and 6.30 (S.D. = 1.69) mean levels of cognitive reaction to stressors respectively. The p-value is greater than level of significance,  $p > .05$ . It reveals that there is insignificant difference between male players and non-players regarding cognitive reaction to stressors. It is shown in Table 1 that means levels of scores of players and non-players are 34.12 (S.D. = 4.43) and 32.65 (S.D. = 3.20) regarding self-efficacy respectively. It shows that there is significant difference between male players and male non-players regarding self-efficacy, ( $p < .05$ ). It is analyzed that male players have higher level of self-efficacy as comparison to male non-playing school students.

## DISCUSSION

On the whole, students who participate in intercollegiate sports have difficulty in forming well made educational plans as aspirations. The rigorous schedule of student-athletes may also impede their academic success. On average, student players, particularly those in revenue-generating sports will spend upward of 20-30 hours per week in practice, traveling, game time, training, receiving care for physical ailment, study hall, and working with tutors (Ferrante, Etzel and Lantz, 1991).

Male players perceive higher stress due to self-imposed as comparison to no- playing school students.



Male players were also found higher stress due to physiological and emotional reaction to stressors than male non-players. Male players have higher level of self-efficacy level as comparison to male non-playing school students. The results shows that there is no significant difference found in stress perception due to frustration, conflicts, pressure, changes and self-imposed. One could agree that student players feel stress the worst because not only do they go through the stress of a normal student, they also feel the stress from fans and coaches for whom they are performing. Sports participation itself can become an additional stressor that traditional school student do not experience but it is also proved that participation in sports can serve as buffer to stressor (Kimball & Freysinger, 2003).

## CONCLUSION

In conclusion, the results of the present study confirm that male players were found higher physiological and emotional reaction to stressors than male non-playing school students of Himachal Pradesh. The male players have higher level of self-efficacy level as comparison to male non-playing school students of Himachal Pradesh. It is concluded that male players perceive higher stress due to self-imposed as comparison to non-playing school students. The results showed that there is no significant difference found in stress perception due to frustration, conflicts, pressure and changes between male players and male non-players.

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