



COMPARATIVE STUDY OF STRESS LEVEL BETWEEN PHYSICAL
EDUCATION AND NON PHYSICAL STUDENTS OF KASHMIR
UNIVERSITY



Dr. Hartej Singh
Principal Govt. College of Physical Education Gadoora Ganderbal

ABSTRACT

The reason for present review was to discover anxiety between Physical schooling and non-actual instruction students during test. To achieve the target of the review. Twenty (20) sportsperson and twenty (20) non-sportsperson were arbitrarily chosen from Kashmir University Hazratbal Srinagar. The age of the subjects was gone from 19-28 years. Stress survey created by global pressure the executives affiliation UK - 2013 was applied to gather the information. 'T' test was applied to establish out mean distinction between Physical training and non-actual instruction understudies. For testing the speculation the degree of importance was set at 0.05. We discover that there was insignificant distinction in pressure during school test between sports individual and non-sports individual.



KEYWORDS: Physical education, Exam, Stress.

INTRODUCTION:

Anxiety and stress are one of the most important factors adversely affecting students' performances during these kinds of exams (Abraham, et al., 2003). The relation between anxiety and performance is known as Yerkes–Dodson law. This law dictates that physiological or mental arousal is needed in order to increase performance up to a certain point. However, when levels of arousal become too high, performance decreases. Studies have reported levels of trait anxiety among students as 25–40% (Cassady & Johnson, 2002). Students with high levels of anxiety and stress have been shown to perform some 12% worse than other peers even though they have the same level of knowledge and preparation time (Cassady, 2010).

Stress relates to the force applied to a system that invariably brings about some change or modification. Psychological stress is often thought of as the perceived demands of a situation in relation to the resources of the individual to cope with those demands. Some psychologists prefer to think of stress as the process itself; various emotional reactions might result from the stressor (i.e. the demand itself). For example, 'facing a tough opponent' (the stressor) is appraised as stretching one's resources (the stress process). Stress is a state to which the natural body equilibrium i.e. Homeostasis is disturbed caused by any threat to organism. Only some stresses are universal. One stress may be stressful to one person but it may not be a stressful to another. Stress is defined as non specific response of the body to any demand on it. It has long been recognized that anxiety is one of the most powerful factors affecting participation and performance. You say that Smith can't play before a crowd because he is nervous. Some people are naturally

calm; even in the most exciting moment they have such a complete mastery over their feelings; others have so trained themselves that they are able to stand the strain, while others again are categorized as incurable. We have seen players in a dressing room before an important game-showing distinct signs of the needle (Chawla, 2017).

Various studies of exam stress have shown that exam periods and exam situations are stressful for students, which is especially true for oral exams. Some of the studies showed an increase in anxiety level, depressiveness and negative emotional states [Ellis and Fox, 2004]. Some other authors who used cardiovascular, adrenocortical and immune system reactions, found an increase in cortisol level and immune suppressive effects which were related to exam stress [Vivian, et al., 2003]. Stress induced immunosuppression increased the upper respiratory tract problems during exam periods [Glaser, 1987]. High incidence of abdominal pains in students before exams was also related to exam stress, while lower exam scores related to higher levels of experienced exam stress. Some authors [Huwe, 1998] followed up changes in some psycho physiological variables before and after exams, where they found an increase in bad mood, lack of energy, bodily discomfort, somatic strain and restlessness of students during pre exam period. Their cortisol level and heart rate were increased after exams.

METHODOLOGY:

Selection of subject: For achieving the purpose of the study we select total 40: Twenty (20) sportsperson and twenty (20) non-sportsperson were randomly selected from Kashmir University were selected for the purpose of this study. The selected subjects were from the age group of 19-28 years. The subjects who were suffering from colour blindness, hearing impairedness and sensory-motor disability were excluded from the study. Informed consent was taken from all the subjects.

CRITERION MEASURES

To collect the data pertaining with research problem international stress management association UK - 2013 was administered on the sportsperson & non-sportsperson of Kashmir University students. Samples age ranging from 19 to 28 years. Scoring pattern as indicated in below paragraph.

The pressure survey created by global pressure the board affiliation UK - 2013 has been applied in the current review. While scoring the pressure poll is 4 focuses or less: You are to the least extent liable to experience the ill effects of pressure related illness. 5-13 focuses: You are bound to encounter pressure related medical affliction either mental, physical or both. You would profit from pressure the board/guiding or exhortation to help in the distinguished areas. 14 focuses or more: You are the most inclined to pressure showing a large number of qualities or attributes that are making un-solid practices. This implies that you are additionally bound to encounter pressure and stress-related sickness for example diabetes, touchy gut, headache, back and neck torment, hypertension, coronary illness/strokes, mental weakness (gloom, uneasiness and stress). It is vital to look for proficient assistance or stress the executives directing. Counsel your clinical expert.

Statistical Techniques : For the present study, the mean value, standard deviation and independent 't' test were applied to analyze the data. For testing the hypothesis the level of significance was set at 0.05.

ANALYSIS OF DATA

Table 1: Description of mean, standard deviation and t-ratio for the data of stress level of Physical and Non physical education student's statistics is given below.

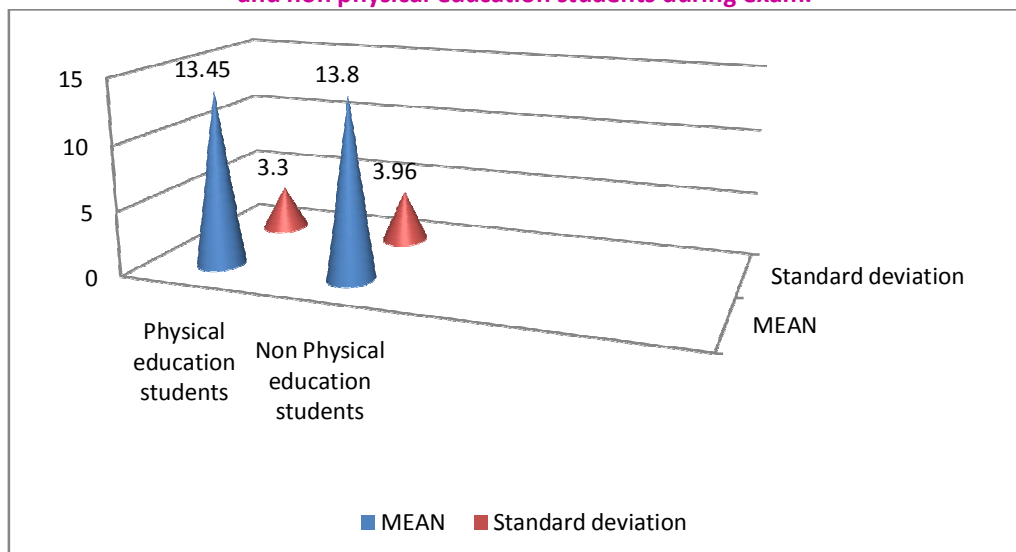
Variables	N	Mean	Std. Deviation	T value
Physical Education	20	13.45	3.3	0.3039
Non Physical Education	20	13.8	3.96	

Significant Level at 0.05, Tabulated T Value 3.566

The finding of table-1 reveals that the calculated t-value of 0.3039 is lower than the tabulated t-value of 3.566 at 0.05 level for the 38 degree of freedom, hence statistically there is insignificant difference between the means of Physical education and non physical education students in the selected variable of

stress in during college exam. The Mean and S.D difference has been shown picturesquely in graphical representation 1:

Graphical representation:1 shows the mean scores with regard to the variable stress level between Physical and non physical education students during exam.



DISCUSSION:

The outcome of the study shows that there is insignificant difference of stress level between Physical and Non physical education student's. On the base of analysis of the data, examiner found that the earlier study of Chawla, (2017) sported the present study.

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