

## A Comparative Study on Stress and Anxiety Between Physical Education Students and English Literature Male Students



### Physical Education

**KEYWORDS :** Stress, Anxiety, Physical Education & English literature Students.

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### ABSTRACT

*Background:- Stress and Anxiety are the two strong psychological factors for determining the athlete's performance. The purpose of the study was to compare the Stress and Anxiety between Physical Education students and English literature male students. Materials & Methods:- Total 100 subjects were taken for the study. To achieve the purpose of the study fifty (50) physical education male students and fifty (50) English literature male students (age, 18-23yrs) were randomly selected for the study from Santal Bidroha Sardha Satabarshiki Mahavidyalaya, Goaltore, Paschim Medinipur, West Bengal. To measure the Stress between Physical Education Male Students and English literature male students, a Stress scale prepared by Kaul, R and Bedi (2001) was employed. The Spielberger's Anxiety Inventory questionnaire was employed for measuring level of Anxiety. For statistical analysis and Interpretation of data 't' test was applied at 0.05 level of significant. Results & Discussion:- The finding of the study reveals that there was significant difference in Stress and Anxiety level between Physical Education students and English literature students. Physical Education Male Students have lower Stress and Anxiety than English Literature Students because they were involved in various types of physical activities & games and sports. Similarly, English literature students have higher level of Stress and Anxiety than Physical Education Students because they were not involved in games and sports. Conclusion:- On the basis of obtained result, it has been observed that Physical Education Students have Lower stress and Anxiety than the English Literature students. On the other hand, English Literature students have higher Stress and Anxiety level than the Physical Education Students. Exercise is considered the vital for maintaining the mental fitness and it can reduce Stress and Anxiety.*

### INTRODUCTION:-

Stress plays an important role for performing any competition or games & sports. The word 'Stress' is defined by the Oxford Dictionary as "One problem with a single definition is that stress is made up of many things. It is a family of related experiences, pathways responses and out comes caused by range of different events or circumstances. The term is originated in physical science i.e it is a pressure exerted upon a person who resists the force or pressure in his efforts to maintain his original state and in the process suffers some degree of comfort. In medical parlance "Stress" is defined as a perturbation of the body's homeostasis. Stress may be even but unconscious like the noise of a city or the daily choice of driving car. Stress belongs to everyone, to businessman, teachers and professors to mothers and their children, to factory workers. It is a part of fabric life. Nothing can be isolated the Stress from human beings as is evident from various studies. A 'Stress condition' seems relative in nature.

Anxiety is one of the important psychological factors for determining athlete's performance. Performance is a by product of biological, psychological, sociological and physical makeup of an individual. In games and sports not only physiological factors but also psychological factors play an important role in determining the performance level of an individual. However, great important is assigned to psychological parameters in competitive sports (Schilling & Hayashi, 2001). Many experts advocated that individuals are affected not merely by their physical and techno-tactical ability but also by their psychological makeup. The Athlete can reduce their Stress and Anxiety through games and sports. Thus purpose of the present study was to compare the Stress and Anxiety between Physical Education Students and English Literature Male Students.

### MATERIALS & METHODS:-

#### Subjects:-

Fifty (50) Physical Education Students and Fifty (50) English literature male Students (age 18-23 years) were randomly selected from Santal Bidroha Sardha Satabarshiki Mahavidyalaya, Goaltore, Paschim Medinipur, West Bengal. Physical Education

Students were those students who used to take part in physical activities regularly and participate in inter college Tournaments. On the other hand, English Literature Students were those who never used to go in any physical activities and can not participate the various types of matches or Tournaments. The random sampling method and random group design were used for the study.

#### Tools & Techniques:-

Perceived Stress scale prepared by Kaul, R and Bedi (2001) was used to access the cognitive and somatic indicators of Stress. The test was used for assessing the pre-competitive perceived Stress perception of stress during training. There are twenty (20) items in this stress scale in the form of questionnaire which are to be answered by keeping in view the situation. While answering, the subjects will mark a tick (✓) on a five point scale corresponding to his response to indicate the level an agreement regarding each statement. On the other hand, The Spielberger's Anxiety Inventory questionnaire was employed for measuring level of Anxiety. This Anxiety Inventory was Spielberger himself in 1986. The score range from 20 to 80. The higher the score indicates the greater level of Anxiety. For statistical analysis and Interpretation of data 't'- test was conducted.

#### Procedure:-

To measure the Stress between Physical Education Students and English Literature Students, a questionnaire developed by Kaul, R & Bedi, (2001) was employed. The Questionnaire consists of twenty items. Twenty (20) items in this stress scale in the form of questionnaire which are to be answered by keeping in view the situation. While answering, the subjects will mark a tick (✓) on a five point scale corresponding to his response to indicate the level an agreement regarding each statement. To ensure the maximum co-operation from the subjects, the investigator had a meeting with randomly select subjects in the presence of their teachers, where the subjects were oriented and explained regarding the purpose and procedure of the questionnaire.

The Spielberger's Anxiety Inventory questionnaire was

employed for measuring level of Anxiety. This Anxiety Inventory was prepared by Spielberger himself in 1986. The score range from 20 to 80. The higher the score, the greater is the level of Anxiety. For statistical analysis and Interpretation of data 't'-test was conducted.

**Statistical Analysis:-**

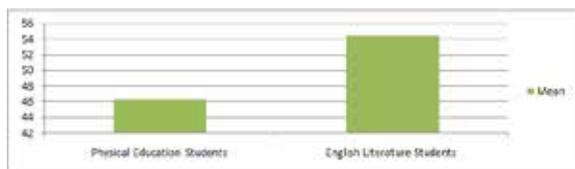
To compare the stress and anxiety between Physical Education Students and English Literature male Students, the Independent 't' test was used at 0.05 level of significance. To get the final result Mean, Standard Deviation, Mean Difference and 't'-test were calculated

**RESULTS AND DISCUSSION:-**

Results of the study have been shown in Table-1 and Table-2 respectively. Table -1 shows the Mean and SD of Stress between Physical Education Students and English Literature male Students. It was observed that there was significant difference of Stress between Physical Education Students and English Literature male Students as the calculated t-value (14.81) was more than the table value (1.99), significant at 0.05 Level. Table-2 shows that the Mean and SD of Anxiety between Physical Education Students and English Literature male Students as the calculated value (16.14) was more than the table value(1.99), significant at 0.05 level. So it is clearly seen from these two tables that there were significant difference of Stress and Anxiety level between Physical Education Students and English Literature male Students. The result showed that Physical Education Male Students have lower stress and lower Anxiety than English Literature male Students because of their involvement of the various types of games and sports. The Athletes reduce their Anxiety and control their Stress through participating the games and sports. For statistical analysis and interpretation of data 't'-test was conducted. The result has been presented in Table-1 and 2 respectively.

Group	Number	Mean	SD	MD	t-value	Remarks
Physical Education Students	50	46.25	2.47	8.25	14.81*	Significant
English Literature Students	50	54.50	3.19			

\* Significant at 0.05 level.



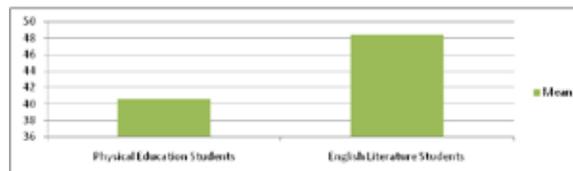
**Fig. 1: Graphs Showing the Stress of Physical Education Students and English Literature Male Students.**

Table-1 gives information regarding the Stress of Physical Education Students and English Literature Male Students. Table shows that there were significant differences in Stress of Physical Education Students and English Literature Male Students. Here calculated value (14.81) was more than the table value(1.99), as the significant of 0.05 level. The Mean of Stress of the Physical Education Students and English Literature Male Students were 46.25 and 54.50 respectively.

**Table – 2: Mean, SD of Anxiety and Comparison of 't'-test Between Means of Physical Education Students and English Literature Male Students.**

Group	Number	Mean	SD	MD	t-value	Remarks
Physical Education Students	50	40.65	2.30	7.85	16.14*	Significant
English Literature Students	50	48.50	2.51			

\* Significant at 0.05 level.



**Fig. 2: Graphs Showing the anxiety of Physical Education Students and English Literature Male Students.**

Table-2 gives information regarding anxiety level of Physical Education Students and English Literature Male Students. Table -2 shows that there were significant differences in anxiety level of Physical Education Students and English Literature Male Students as the calculated value(16.14) was more than the table value(1.99), significant of 0.05 level. The Mean of anxiety of Physical Education Students and English Literature Male Students were 40.65 and 48.50 respectively. 't' test was applied and t-value (16.14) appeared significant of 0.05 level. Graphical representation (Fig. 2) also indicates similar trend of this study.

**CONCLUSION:-**

On the basis of the results obtained from the present empirical investigation and within the limitation, the following conclusions may be drawn.

- 1) Physical Education Students have lower Stress than English Literature Male Students.
- 2) Physical Education Students have lower Anxiety than English Literature Male Students.

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