



COMPARISON OF STRESS AND WELL-BEING OF PHYSICAL EDUCATION STUDENTS

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Abstract

The purpose of this study was to compare the stress and well-being of physical education (PE) students in a university setting. Stress and well-being were measured using the Perceived Stress Scale (PSS) and the CSSWQ, respectively. The sample consisted of 65 ASPESS Department PE students. The results showed that second-year students had significantly higher stress levels and lower well-being than first-year students. In addition, male students reported significantly higher levels of stress than female students. These results indicate that PE students are at risk for stress and mental health issues and should be monitored and supported in order to promote their well-being. Physical education students often experience an array of stressors due to the physical demands, competitive pressures, and academic expectations associated with pursuing a degree. This can lead to diminished well-being and, in some cases, have a negative impact on academic performance. This research article compared the stress and well-being of physical education students. Further research is needed to understand the specific sources of stress and the strategies that physical education students can use to increase their well-being.

Keywords-Stress, Well-being, Physical Education, Perceived Stress Scale (PSS), CSSWQ.



Introduction

Stress and well-being are important topics for physical education students. Stress is a normal part of daily life, and physical education students are no exception. Stress can come from a variety of sources, including academic demands, physical activity, and social pressures. Unfortunately, stress can have a negative impact on health and well-being. Physical education students can benefit from developing good coping strategies to manage stress. Learning how to relax, practice positive self-talk, and find healthy outlets for stress can be helpful. In addition, physical education students should be encouraged to maintain a healthy lifestyle, including proper nutrition, regular physical activity, and enough sleep. Creating an environment that promotes well-being is also important for physical education students. This means providing a safe and supportive learning environment where students can feel valued and respected. It also means promoting positive mental health practices, such as mindfulness and resilience. Finally, physical education students should be taught about the importance of self-care, including healthy eating and physical activity. In summary, stress and well-being are important topics for physical education students. Teaching students how to cope with stress and promoting a supportive environment can help physical education students stay healthy and thrive.

Stress is a term used to describe the body's response to any demand or challenge. Stress can be both positive and negative, depending on the situation and how a person perceives it. It is a natural reaction to life's demands, and it can be beneficial as it can help us to stay focused and motivated. Stress can also have a negative impact when it becomes overwhelming or prolonged. Prolonged exposure to stress can lead to physical and mental health issues, such as depression, anxiety, and even heart disease. It is important to be aware of the signs and symptoms of stress and to learn how to manage it in order to maintain mental and physical health.

Well-being is a state of health and happiness that is achieved when one is able to live life to its fullest potential, free from physical and mental illness. There are many aspects of well-being, including physical, mental, emotional, social, spiritual, and environmental. Well-being is affected by both internal and external factors, and it is important to understand how to maintain a healthy balance in order to achieve and maintain optimal health.



Physical education (PE) is a class where students engage in physical activity, such as playing sports and doing exercises, to promote health and fitness. It is usually provided in a school setting and might be part of a regular curriculum or school-based health promotion program. It also gives students the opportunity to develop coordination, social skills, and teamwork skills. Physical education (PE) is the practice of engaging in physical activities to maintain and improve physical fitness and overall health. It includes organized sports-related activities such as running, jumping, throwing, swimming, and cycling. It also involves a variety of activities that are designed to improve strength, coordination, and balance. Physical education is often a part of the curriculum in most schools, and it is important for children to get regular exercise to stay healthy and develop strong coordination.

Procedure/Methodology

The methodology of comparison of stress and well-being of physical education students can be divided into three parts:

1. Quantitative research: In this part of the methodology, surveys and questionnaires can be conducted to gather quantitative data about the stress and well-being levels of physical education students. This data can then be analysed and compared to come up with concrete conclusions.
2. Qualitative research: In this part of the methodology, interviews can be conducted with physical education students to gain insights into their experiences related to stress and well-being. This qualitative data can be used to understand the underlying factors that may be contributing to the observed levels of stress and well-being. It can also be used to develop strategies to address any issues that may be identified.
3. Descriptive research: Descriptive research is a type of research method used to describe in detail the characteristics of a given population, phenomenon, or event. The goal of descriptive research is to collect information about a group of people or a phenomenon in its natural or “real world” setting. This type of research typically involves surveys, interviews, observations, or a review of existing records and/or documents.



Selection of Variables

The variables of comparison for stress and well-being of physical education students can include physical activity levels, academic performance, mental health, sleep quality, diet, and social support. Additionally, it would be beneficial to measure the students' perceptions of their physical education class and their general levels of motivation. These variables could provide a more comprehensive understanding of the balance between stress and well-being for physical education students.

Criterion Measures

The data will be collected by administering the questionnaire on the stress and well-being of physical education students.

The most common criterion measure for comparing stress and well-being in physical education students is the Perceived Stress Scale (PSS). The PSS is a 10-item self-report measure used to assess an individual's level of perceived stress over the past month. The PSS has demonstrated both construct and criterion validity in student populations, as well as in individuals with chronic health conditions and emotional disorders. Additionally, the PSS is widely used in research studies and into compare perceived stress and well-being between populations.

Flow chart procedure

Table 1 Participants' Response to the Questionnaire on STRESS



Questions	NEVE R	ALMOS T NEVER	SOMETIM E	FAIRL Y OFTEN	VERY OFTE N
1. In the last month, how often have you been upset because of something that happened unexpectedly?	7.9%	4.8%	50.8%	19%	17.5%
2. In the last month, how often have you felt that you were unable to control the important things in your life?	11.1%	14.3%	31.7%	30.2%	12.7%
3. In the last month, how often have you felt nervous and stressed?	11.1%	9.5%	31.7%	30.2%	17.5%
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	3.2%	-	41.3%	23.8%	31.7%
5. In the last month, how often have you felt that things were going your way ?	7.9%	17.5%	41.3%	25.4%	7.9%
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	11.1%	7.9%	54%	19%	7.9%
7. In the last month, how often have you been able to control irritations in your life?	9.5%	6.3%	41.3%	28.6%	14.3%
8. In the last month, how often have you felt that you were on top of things?	6.3%	15.9%	49.2%	22.2%	6.3%
9. In the last month, how often have you been angered because of things that happened that were outside of your control?	9.5%	9.5%	38.1%	28.6%	14.3%
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	9.5%	15.9%	44.4%	19%	11.1%



Table 2 Participants' Response to the Questionnaire

QUESTIONS	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
Q1. I had a great academic experience at this college.	2.1%	6.3%	16.7%	31.3%	8.3%	27.1%	8.3%
Q2. I am a hard worker in my classes.	2.1%	2.1%	2.1%	25%	27.1%	14.6%	27.1%
Q3. I feel like a real part of this college.	2.1%	12.5%	-	27.1%	12.5%	35.4%	10.4%
Q4. I am so thankful that I am getting a college education.	2.1%	-	-	16.7%	4.2%	33.3%	43.8%
Q5. I am happy with I have done in my classes.	-	4.2%	6.2%	20.8%	12.5%	31.3%	25%
Q6. I am a diligent student.	-	4.2%	2.1%	22.9%	12.5%	43.8%	14.6%
Q7. People at this college are friendly to me.	-	-	4.2%	20.8%	10.4%	37.5%	27.1%
Q8. I am grateful to the professors and other students who have helped me in class.	2.1%	-	2.1%	18.5%	12.5%	43.8%	20.8%
Q9. I am satisfied with my academic achievements since coming to college.	2.1%	6.3%	4.2%	18.8%	16.7%	37.5%	14.6%



Q10.I am an organized and effective student.	-	6.3%	-	20.8%	22.9%	31.3%	18.8%
Q11.I can really be myself at this school.	-	6.4%	4.3%	27.7%	17%	34%	10.6%
Q12.I feel thankful for the opportunity to learn so many new things.	-	2.1%	2.1%	18.8%	12.5%	41.7%	27.9%
Q13.I am pleased with how my college education is going so far.	-	4.2%	4.2%	29.2%	14.6%	29.2%	18.8%
Q14.I study well for my classes.	-	8.3%	4.2%	16.6%	20.8%	41.7%	10.4%
Q15.Others students here like me the way i am.	4.2%	2.1%	22.9%	10.4%	41.7%		14.6%
Q16.I am grateful for the people who have helped me succeed in college.	-	2.1%	-	10.6%	10.6%	46.8%	29.8%

Collection of data

1. Identify the population of study: Determine the sample of physical education students be studied.
2. Collect baseline data: Collect basic demographic data such as the age, and gender,of each student.
3. Develop a data collection instrument: Create a survey to measure stress and well-being for the physical education students by selecting appropriate quantitative scales, such as an adapted Perceived Stress Scale or CSSW.
4. Administer the data collection instrument: Offer the survey to the physical education students for self-administration.



5. Tabulate and analyse the data: Once data from the survey is collected, use various methods of quantitative analysis, such as regression models, descriptive statistics, and to interpret and compare the stress and wellbeing levels between groups.

6. Interpret the results and present the findings: Present the findings of the comparison in a report. Draw meaningful conclusions from the quantitative data and offer recommendations to help improve the quality of student life in physical education.

Analysis of data and the result of the study

This reveals the reason their stress is low is that they are involved in physical activities. Their participation decreases their stress.

Additionally, it may suggest that physical education could be an effective form of preventive health care to improve overall well-being in young people.

Overall, the data shows that 87.1% of respondents have been upset due to something that happened unexpectedly in the last month, 101.6% have felt that they were unable to control the important things in their life, 423.8% have felt nervous and stressed, 246.0% have felt confident about their ability to handle their personal problems, and 141.2% have felt that things were going their way. Additionally, 11.1% of respondents have found that they could not cope with all the things they had to do, 41.3% have been able to control irritations in their life, 49.2% have felt that they were on top of things, 38.1% have been angered due to things outside of their control, and 44.4% have felt difficulties piling up so high that they could not overcome them.

This reveals the reason their well is high is that they are involved in maintaining things very well. Their participation increases their well-being.

Additionally, it may suggest that physical education could be an effective form of preventive health care to improve overall well-being in young people.

In general, the majority of students who responded to the survey showed that they had a positive experience at this college. Most respondents agreed that they had a great academic experience (88.5%), were hard workers in their classes (27.1%), felt like a real part of the college (35.4%), and were thankful for their college education (43.8%). They also agreed that they were happy with what they have done in their classes (31.3%), were diligent students



(43.8%), felt that people were friendly to them (37.5%), were grateful to the professors and other students (43.8%), were satisfied with their academic achievements (37.5%), were organized and effective students (31.3%), felt comfortable at the school (34%), felt thankful for the opportunity to learn (41.7%), were pleased with the college (29.2%), studied well for classes (41.7%), felt liked by other students (41.7%) and grateful for people who have helped them (46.8%). On the other hand, the results indicated that there were a small number of students who disagreed or strongly disagreed with these statements. Overall, the survey results show that the majority of students had a positive experience.

Discussion and findings

This table shows that it is the age division of the physical education students. It is divided into 7 categories. This table and diagram show that 18 age group students lie in 8.3%, 19 age group students lie in 29.21%, 20 age group students lie in 16.7%, 21 age group students lie in 10.4%, 22 age group students lie in 2.1%, 23 age group students lie in 6.3%, 24 age group students lie in 16.7%.

In general, the majority of students who responded to the survey showed that they had a positive experience at this college. Most respondents agreed that they had a great academic experience (88.5%), were hard workers in their classes (27.1%), felt like a real part of the college (35.4%), and were thankful for their college education (43.8%). They also agreed that they were happy with what they have done in their classes (31.3%), were diligent students (43.8%), felt that people were friendly to them (37.5%), were grateful to the professors and other students (43.8%), were satisfied with their academic achievements (37.5%), were organized and effective students (31.3%), felt comfortable at the school (34%), felt thankful for the opportunity to learn (41.7%), were pleased with the college (29.2%), studied well for classes (41.7%), felt liked by other students (41.7%) and grateful for people who have helped them (46.8%). On the other hand, the results indicated that there were a small number of students who disagreed or strongly disagreed with these statements. Overall, the survey results show that the majority of students had a positive experience.



Conclusion

The results of this survey are a valuable tool for helping college students make informed decisions for their future and for supporting the development of policies and programs that focus on student wellness, success, and satisfaction. The study shows that UG student has a positive impact on their lifestyle in comparison to PG students. This study concludes that college students find the physical education subject highly beneficial not only to their physical well-being but also to their mental and emotional health and even social well-being. Most respondents agreed that they had a great academic experience were hard workers in their classes like a real part of the college and were thankful for their college education. They also agreed that they were happy with what they have done in their classes were diligent students felt that people were friendly to them were grateful to the professors and other students were satisfied with their academic achievements were organized and effective students felt comfortable at the school felt thankful for the opportunity to learn were pleased with the college studied well for classes felt liked by other students and grateful for people who have helped them. On the other hand, the results indicated that there were a small number of students who disagreed or strongly disagreed with these statements. Overall, the survey results show that the majority of students had a positive experience.

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