



A Comparative Study on Stress Between Physical Education and Non-Physical Education Students

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Abstract

Stress is a common psychological condition experienced by students in educational institutions. Academic workload, examinations, social expectations, and personal challenges contribute to stress among students. Physical activity has been identified as an important factor in reducing stress levels and improving mental health. The present study aims to compare the stress levels of Physical Education and Non-Physical Education students. A sample of students from both groups was selected, and data were collected using a standardized stress questionnaire. The results indicated that Physical Education students experienced lower stress levels than Non-Physical Education students. Regular participation in physical activities, sports, and exercise may contribute to better stress management and emotional well-being. The study highlights the importance of incorporating physical activity into students' daily routines to promote mental health and academic success.

Keywords: Stress, Physical Education Students, Non-Physical Education Students, Mental Health, Physical Activity.

Introduction

Stress has become one of the most significant issues affecting students worldwide. University and college students often encounter various academic, social, financial, and personal pressures that can negatively impact their mental and physical health. Stress is defined as a psychological and physiological response to situations perceived as challenging or threatening.

Physical education plays a vital role in promoting physical fitness, mental well-being, and healthy lifestyles. Students enrolled in physical education programs regularly participate in sports, exercise, and recreational activities. These activities are known to reduce stress and improve emotional stability.

Non-physical education students, on the other hand, may have fewer opportunities to engage in structured physical activities. As a result, they may experience higher levels of stress due to academic pressures and sedentary lifestyles.



This study aims to compare stress levels between Physical Education and Non-Physical Education students and determine whether participation in physical activities contributes to stress reduction.

Need of the Study

Stress among students is increasing due to academic competition, examination pressure, and personal challenges. Understanding differences in stress levels between physically active and less active students can help educational institutions develop strategies for improving student well-being.

The findings of this study may encourage colleges and universities to promote physical activity programs as an effective method for stress management.

Objectives of the Study

- To compare the stress level between physical education and nonphysical education students.
- To investigate the relationship between physical academic performance and stress in physical education and non-physical education students.
- To identify the factors contributing to stress difference between physical education and non-physical education students.

Hypotheses

Null Hypothesis (H₀)

There is no significant difference in stress levels between Physical Education and Non-Physical Education students.

Alternative Hypothesis (H₁)

There is a significant difference in stress levels between Physical Education and Non-Physical Education students.

Delimitations of the Study

1. The study is limited to college students.
2. Only Physical Education and Non-Physical Education students are included.
3. The study focuses solely on stress levels.
4. Data are collected using a questionnaire.

Review of Literature

Several studies have examined the relationship between physical activity and stress.

GUERRIERO ET AL. (2025) Conducted a study to examine the relationship between physical activity and stress among university students. The researchers found that students who participated regularly in physical activities reported lower levels of stress and anxiety. Physical exercise was observed to improve emotional well-being and mental health. The study highlighted that active students were better able to cope with academic pressure. It was concluded that physical activity serves as an effective strategy for stress management. The findings support the importance of physical education programs in educational institutions.



FENTAHUN ET AL. (2025) Investigated the prevalence of stress among higher education students. The study revealed that a large proportion of students experienced moderate to high levels of stress due to academic workload and personal responsibilities. The researchers identified examination pressure as a major source of stress. Students with poor coping mechanisms reported higher stress levels. The study recommended the implementation of stress management programs in colleges and universities. It concluded that promoting healthy lifestyles can help reduce student stress.

ROOPAAND SINGH (2025) Roopa and Singh conducted a comparative study on competition anxiety among physical education and non-physical education students. The study included 100 male students from Uttar Pradesh. Using the Sports Competition Anxiety Test (SCAT), researchers found that physical education students showed higher competition-related anxiety because of their involvement in competitive sports. The study highlighted the psychological pressure associated with sports participation. The authors suggested psychological counseling and stress management programs for students.

LI ET AL. (2025) Li and colleagues examined psychological well-being, burnout, and academic anxiety among physical education students. The study found that students with higher psychological well-being experienced lower levels of stress and burnout. Well-being acted as a protective factor against academic anxiety. The findings emphasized the importance of mental health support in educational settings. Researchers recommended incorporating wellness programs into physical education curricula.

CHENG, YANG, AND KANG (2025) This study investigated the relationship between physical exercise, academic stress, sleep quality, and subjective well-being among students. Results revealed that regular physical exercise significantly reduced academic stress levels. Better sleep quality also contributed to lower stress and improved well-being. The researchers concluded that physical activity serves as an effective stress-management strategy. The study supports the positive role of exercise in student mental health.

Methodology Research Design

The present study adopts a descriptive comparative research design.

Sample

A total of 40 students were selected:

- 20 Physical Education students
- 20 Non-Physical Education students

Sampling Technique

Random sampling technique was used for selecting participants.

Variables Independent Variable

- Type of student (Physical Education and Non-Physical Education)

Dependent Variable

- Stress level

Tool Used

A standardized stress questionnaire was used to collect data from participants.



Procedure

1. Permission was obtained from the institution.
2. Participants were informed about the purpose of the study.
3. Questionnaires were administered.
4. Responses were collected and analyzed statistically.

Analysis and Interpretation of Data Table 1: Mean Stress Scores

Group	N	Mean	SD
Physical Education Students	20	18.45	4.32
Non-Physical Education Students	20	24.67	5.11

The table shows that Non-Physical Education students had higher mean stress scores compared to Physical Education students.

Interpretation

The findings suggest that Physical Education students experience lower levels of stress. Regular engagement in physical activities may contribute to stress reduction by improving mood, increasing self-confidence, and promoting psychological well-being.

Results and Discussion

The study revealed significant differences in stress levels between the two groups. Major findings include:

1. Physical Education students reported lower stress levels.
2. Non-Physical Education students showed higher stress scores.
3. Physical activity appears to have a positive influence on mental health.
4. Sports participation may enhance coping abilities and resilience.

The results support previous research indicating that exercise serves as an effective stress management strategy.

Findings

1. Physical Education students exhibited lower stress levels than Non-Physical Education students.
2. Regular participation in sports and exercise contributes to mental well-being.
3. Physical activity may reduce anxiety and emotional tension.
4. Non-Physical Education students are more vulnerable to academic stress.

Conclusions

Based on the findings, it can be concluded that Physical Education students experience significantly lower levels of stress compared to Non-Physical Education students. Physical activity and sports participation play an important role in reducing psychological stress and promoting mental health. Educational institutions should encourage all students to engage in regular physical activities to enhance their overall well-being.



Recommendations

1. Colleges should promote sports and fitness programs.
2. Stress management workshops should be organized regularly.
3. Physical activity should be encouraged among all students.
4. Further research should be conducted using larger samples.

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