

## ANALYSIS OF STRESS ON FEMALE ATHLETES IN RELATION TO SOCIAL STATUS AND ACADEMIC PERFORMANCE



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### ABSTRACT

The objective of the study was to analysis of stress on female athletes in relation to their social status and academic performance. To achieve the purpose of this study, 100 female athletes were selected from the Punjabi University Patiala of Punjab. The selected psychological variables are stress, social status and academic performance. The data collected from the hundred female athletes and it was analyzed through the person product movement correlation to find the significant relationship among the stress, social status and academic performance of female athletes. The result of the study showed that significant relationship between stress and academic performance, social status and academic performance of female athletes.

**Keywords:** Stress, Social Status & Academic Performance.

### INTRODUCTION

Stress is a term that is commonly used today but has become increasingly difficult to define. It shares, to some extent, common meanings in both the biological and psychological sciences. Stress typically describes a negative concept that can have an impact on one's mental and physical well-being, but it is unclear what exactly defines stress and whether or not stress is a cause, an effect, or the process connecting the two. With organisms as complex as humans, stress can take on entirely concrete or abstract meanings with highly subjective qualities, satisfying definitions of both cause and effect in ways that can be both tangible and intangible. Stress is the body's reaction to any stimuli that disturb its equilibrium. When the equilibrium of various hormones is altered the effect of these changes can be detrimental to the immune system (Khansani and others, 1990).

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Social status is the relative rank that an individual holds, with attendant rights, duties, and lifestyle, in a social hierarchy based upon honor or prestige. Status may be ascribed that is, assigned to individuals at birth without reference to any innate abilities or achieved, requiring special qualities and gained through competition and individual effort. Ascribed status is typically based on sex, age, race, family relationships, or birth, while achieved status may be based on education, occupation, marital status, accomplishments, or other factors. The word status implies social stratification on a vertical scale. People may be said to occupy high positions when they are able to control, by order or by influence, other people's conduct; when they derive prestige from holding important offices; or when their conduct is esteemed by others. Relative status is a major factor in determining the way people behave toward each other.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

#### **OBJECTIVE OF THE STUDY**

The objective of the study was to analysis of stress on female athletes in relation to their social status and academic performance.

#### **DESIGN OF THE STUDY**

The purpose of the study was to analysis of stress on female athletes in relation to their social status and academic performance. To achieve the purpose of this study, 100 female athletes were selected from the Punjabi University Patiala of Punjab.

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Stress was assessed by the Perceived Stress Scale (PSS), Social status was assessed by the Kuupuswami questionnaire and the academic performance score was taken from the subject's average of marks and attendance. The data collected from the hundred athletes and it was analyzed through the person product movement correlation to find the significant relationship among the stress, social status and academic performance.

### STATISTICAL ANALYSIS

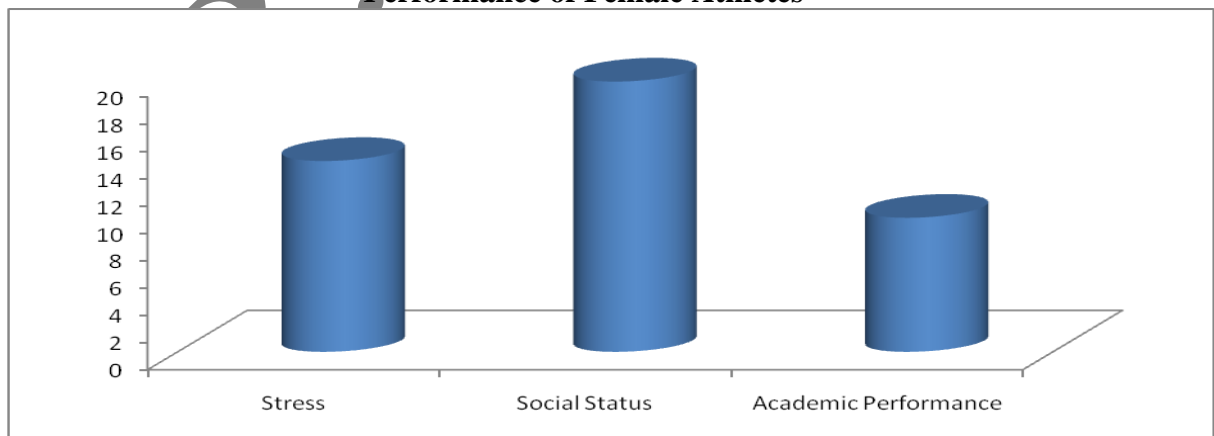
The mean and standard deviation values on stress, social status and academic performance of female athletes and presented in table-I.

**Table No– I**  
**Mean and Standard Deviation on Stress Social Status and Academic Performance of Female Athletes**

Teams	N	Mean	SD
Stress	100	14.01	4.12
Social Status	100	19.84	1.72
Academic Performance	100	9.84	2.15

Table no – I present the mean and standard deviation (SD) values on stress, social status and academic performance are 14.01 + 4.12, 19.84 + 1.72 and 9.84 + 2.15 respectively of female athletes.

**Figure - I**  
**Cylinder Diagram Showing the Mean Value on Stress Social Status and Academic Performance of Female Athletes**



The data on stress, social status and academic performance of female athletes were statistically analyzed by using Pearson product moment correlation and the results were presented in table-II.

**Table No-II**  
**Pearson Product Moment Correlation Matrix among Stress Social Status and Academic Performance of Female Athletes**

Teams	Stress	Social Status	Academic Performance
Stress	1	0.026	0.218*
Social Status		1	0.240*
Academic Performance			1

\*The required table 'r' value is 0.19 at 0.05 level of confidence.

Table no -II reveals that the obtained Pearson product moment correlation values showed there was significant relationship between stress and academic performance; social status and academic performance are 0.218 and 0.240 respectively of female athletes. Moreover, the Pearson product moment correlation obtained values also showed there was no significant relationship between stress and social status is 0.026 of female athletes.

#### **DISCUSSION AND CONCLUSION**

The result of the study indicated that there was a significant relationship between the stress and academic performance; social status and academic. The following studies are supporting my study result. The relationship among stress and academic performance of students and it has been found that stress affects the academic performances of students in great manner (Elliot et al., 2005). Carveth, et. al., (1996) study result stated that stress it really affects on students performance of work and exams. Habibah and others (2011) investigated the stress and academic achievement of undergraduate students in a local university from different disciplinary areas; it was also found that there is a significant but weak negative relationship between undergraduate

students' stress level and their academic achievement. The study result also stated that there was no significant relationship between stress and social status of female athletes.

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