



**TO STUDY STRESS, RESILIENCE AND RELATION TO MENTAL HEALTH
OF FEMALE PLAYER AND NON- PLAYER STUDENTS**

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Introduction:

Stress is the body response to a change that requires a mentally or emotional adjustment. Stress is the spice of life People of all ages experience stress. Stress is a normal reaction to pressure from the outside world such as work, school, family or friends or from one's our thinking (such as wanting to do well or to achieve more). All stress is not bad. But it occurs or remain for a long period of time and not managed can result in negative psychological and physical. Long periods of stress have been found to be association with greater risks of developing cardiovascular and physiological disorders. Stress has also been found to be linked to hypertension, heart attacks, diabetes, asthma, chronic pain, allergies, headaches, cancer and immune system weakness.

The term "stress" involves a number component including the cognitive appraisal of a situation, perceived coping abilities and the subsequent.

Physical stress can result from having too much to do not enough sleep, a poor diet or the effects of an illness. Mental stress occurs from worry about money, a loved one's illness, retirement or from an emotionally devastating event, such as the death of a spouse or unexpectedly loss.

The first step in managing stress is being able to recognize it. When someone is experiencing stress, he or she may have the following symptoms:

1. Feeling depressed, edgy, guilty, tired."Experiencing headaches, stomach distress or trouble sleeping"
2. Difficulty concentration.
3. Laughing or crying for no reason.
4. Continues blaming of other people for bad things that happen to you.
5. Negative thinking: seeing the down side to a situation.
6. Feeling like activities once thought of as enjoyable are not enjoyable anymore.
7. Experiencing resentments toward other people or about personal responsibility.

It is therefore essential that athletes learn to recognize and control stress anxiety and arousal that may effects their preparation or their ability to perform at their personal best. Stress management techniques can assist the elite athlete to recognize and control general stress and anxiety responses as well as regulate pre-competition arousal levels so that the body is ready to respond to the challenge ahead.

The elite athlete may face similar pressures to those experienced by the general public for example, financial, work and relationship difficulties.

"Burn out" which is characterized by a range of psychological, physical and behavioral symptoms, refers to a state of emotional exhaustion which results from pressure on the athlete or coach which have built up over an extended period of time.

People experience stress in all areas of their life and the workplace is not excluded. Many individuals under stress will continue to stay in the stressful with time without taking prone time steps to reduce the stress. This can lead to mistakes, arguments, exhaustion, sickness, accidents and eventually, to melt down. It is critical in the midst of stressful situations that one remembers that choices exist for everyone, no matter what the circumstances. The idea is to stay centered keeping an open mind and looking for solutions that offer relief. Solution come as one questions his or her own perspective, focusing on the good aspects of the situation or looking for ways to change the problem situation.

Resilience

Resilience is the ability to remain fully engaged in our life nad work energized , positive, focused and committed regardless of what one encounters. "Resilience is the act of rebounding or springing back after being stretched or pressed or recovering strength, sports and good humor." By mobster's New Twentieth Stress resilience in sports: Stress resilience is the ability to deal with stressful situations successfully. The greater stress resilience, the greater the ability to handle stressful events. One can think of stress resilience as a kind of stress fitness with stress resilience one can experience stressful events without the wear and tear that pressures and demands can sometime being for example. Employees demonstrate stress resilience when they respond to demanding situations with the "right level of energy and activation to meet the demand but without the negative signs of distress such as worry and anxiety, individuals with stress resilience are more effective in stressful conditions. Resilience encompasses not merely serving but aslo thriving and having benefited from the stressful experience.

Resilience training originated in the fields of psychology and was used as a technique to work with children who had come from or lived in challenging life situations. Now resilience training is recognized as the key to health and well being for all age group in day to day living and for developing a competitive edge in one's professional life. The training will frequently involve a review of one's thinking and self talk, especially about how one approaches problems and challenges.

Resilience refers to an individual capacity to maintain psychological and physical well being in the face of adversity. This phenomenon termed resilience has been the attention of considerable research.

Mental Health

For some time now, it has been common knowledge that exercise is good for one's physical health. It has only been in recent years, however, to read in magazines has become commonplace and health newssheets that exercise can also be of value in helping sound mental health. The World Health Organization describes mental health as "a state of well-being in which the individual realizes his or her own skills, can handle with the normal stresses of life, can work efficiently and successfully, and is able to make a contribution to his or her community" (*Stephen et al, 2005*). Neither mental nor physical health can exist alone. Mental, physical, and social functioning are inter-reliant. In recent years, there has been evidence of disturbingly high rates of mental ill-health among adolescents and even fresher, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Research recommends two ways in which physical activities can contribute to mental health in youngsters. Firstly, there is properly consistent evidence that regular activity can have a positive effect upon boys and girls psychological well-being. Secondly, research has showed that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants and psychotherapy. Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression (*Hassmen et al., 2000*). A position statement of the International Society of Sport Psychology drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress. A review of current literature shows that people who take part in sports and planned

recreational activity enjoy better mental health, are more aware and more resilient against the stresses of current living. Participation in recreational groups and socially supported physical activity is shown to reduce stress, anxiety and depression.

Hypotheses:

1. There exists significant variation in the level of mental health between the female player students and the female non-player students.

Delimitations:

1. The study was delimited to players and non player.
2. The study was delimited to the Punjabi University Patiala only.
3. The study was delimited the age group of 17 to 21 years.

Limitation:

1. Sample compress of only 50 individuals so generalization should be done with cautions.

Selection of Subject:

For the purpose of this study the investigator has selected twenty five female players from only Punjabi university Patiala and has selected twenty five female non players from only Punjabi university Patiala

Materials & Methods

Stress resilience and Mental health inventory

1. Positive self evaluation
2. Integration of personality
3. Autonomy
4. Group oriented attitudes

Selection of the sample

The present study was conducted on 50 Girls ranging in age from 17-21 years. A total of 50 subjects (player and non player college going students) were selected for the present research study. The sample selection method was used as purposive sampling method. The area was limited to Punjabi University Patiala. The detailed break-up of the sample is given below:

Area	Female (N)	Total
Player	25	25
Non Player	25	25
Total	50	50

Independent Variables: a) Sex b) Type of students.

Dependent Variables: Stress resilience and Mental Health.

Selection of research tool: Stress resilience. and Mental health inventory (*Jagdish and Srivastav,1983*).

The data was collected from the various institutions and sports training centers. The subjects were first explained about the aim of the research study, thereafter Stress resilience and mental health inventory given by *Jagdish and Srivastav (1983)* was administered. The subjects' were assured confidentiality of their responses.

Area	Type	N	Mean	SD	T value	Sign
Positive self evaluation	Player	25	32.24	3.02	3.07	0.01
	Non Player	25	29.36	3.59		
Perception of reality	Player	25	24.80	3.84	0.59	NS
	Non Player	25	24.12	4.58		
Integration of personality	Player	25	37.12	5.58	2.06	0.05
	Non Player	25	33.84	5.64		
Autonomy	Player	25	18.36	2.66	3.19	0.01
	Non Player	25	16.24	1.98		
Group oriented attitudes	Player	25	35.20	3.85	2.88	0.01
	Non Player	25	31.84	4.37		
Environmental mastery	Player	25	33.12	4.02	2.16	0.05
	Non Player	25	30.84	3.39		
Over all	Player	25	180.04	8.34	4.89	0.01
	Non Player	25	166.80	10.65		

Table-2: Statistical Comparison of Stress resilience and Mental Health Inventory components between female player and non- player students.

Table 2 shows difference between the groups of female player and female non -player subjects on the various factors of M. H. Inventory. Five factors out of six are showing significant difference between two groups at the 0.05 and 0.01 level on 48 df grade. It is concluded that player subjects are found more positive self evaluation ($t = 3.07, p < 0.01$), integration of personality ($t = 2.06, p < 0.05$), autonomy ($t = 3.19$), group oriented attitudes ($t = 2.88, p < 0.01$) and environmental mastery ($t = 2.16, p < 0.05$) than non player subjects, and over all mental health there is significant difference between female player and female non -player subjects. The obtained t' value of these groups are 5.32. In order to be significant at 0.05, the minimum required value of t' is 2.02. While at 0.01 level it is 2.70. Since the obtained value is larger than which is required to be significant at 0.01 level.

Conclusion

Female Player themes are found more positive self-evaluation, integration of personality, autonomy, group-oriented attitudes and environmental mastery than female non player themes and over all mental health is the major difference between female player and female non-player subjects.

Discussion

The aim of the present study was to examine stress, resilience and mental health dimensions between player and non-player students. It was assumed that there exists significant difference in the level of stress, resilience and mental health between the female player students and the female non-player students. Findings of the current study clearly indicated that Female Player subjects are found more positive in self-evaluation, integration of personality, autonomy, group-oriented attitudes and environmental mastery than female non player subjects, and over all stress, resilience and mental health is major difference between female player and female non -player subjects. The results of the current study are somewhat supported by the findings of *Mckelvie et al. (1981)*, *Bailey and Moulton (1999)* and *Hossein et al. (2011)*. The research literature suggests that for many variables there is now sufficient evidence that a definite relationship exists between exercise and improved stress, resilience and mental health. This is particularly evident in the case of a decrease of anxiety and depression. For these subjects, there is now considerable evidence derived from over hundreds of studies with thousands of subjects to support the claim that exercise is related to a relief in signs of depression and anxiety. Sports and physical exercise is not only related to a relief in symptoms of depression and anxiety but also seems to be beneficial in enhancing self-concept, self-efficacy, confidence, feeling of worth-whileness, ability to understand, ability to get along with others, work with others and ability to take duties and capacity for adjustment. None of these relationships is the result of a single study. They are based on most, if not all, of the available research in the English language at the time the meta-analytic review was published. The overall positive designs of the meta-analytic findings for these variables provides greater confidence that exercise has an important role to play in promoting sound stress, resilience and mental health.

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