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A Comparative Study on Stress Among Male and Female Boxers Players

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ABSTRACT

Psychology is essential for life; it fosters mental fitness and aids significantly in maintaining balance. It also contributes to our emotional development, playing a crucial role in the development of the mind alongside the body. Data analysis reveals the differences between the two groups, as detailed below Table I shows that for male boxers, the mean and standard deviation are 35.30 ± 6.919, with a standard error of the mean of 1.263. For female boxers, the mean and standard deviation are 38.73 ± 2.132, with a standard error of the mean of 0.389. The results in Table II indicate that the 't'-value for stress among male boxers is 45.236, which is significantly higher than the tabulated 't'-value of 2.045 at the 0.05 significance level. For female boxers, the 't'-value for stress is 68.529, which is significantly higher than the tabulated value of 2.145 at the 0.05 significance level. This indicates that female boxers experience higher levels of stress compared to male boxers. The results show a mean of 35.30 for the male boxer group and 38.73 for the female boxer group. Therefore, we can conclude that female boxers experience greater stress than male boxers.

Keywords: Mental fitness, female boxers, male boxers, emotional development.

INTRODUCTION

Stress is a natural physical and mental response that occurs when a person faces demands, pressures, or challenges in life; everyone experiences it at different times and in various situations. It can stem from minor daily hassles or major life events and affects a person's thoughts, emotions, and behavior in various ways. When a person feels stressed, the body responds by releasing hormones such as adrenaline and cortisol, which prepare the body for action. This response is often called the 'fight-or-flight' response because it helps the individual either confront the problem or escape from it. During this process, the heart rate increases, breathing quickens, muscles tense up, and the mind becomes more alert, enabling the

person to react quickly in situations requiring immediate attention or decision-making. Depending on the situation and how an individual handles it, stress can be positive or negative; small amounts of stress can motivate people to work hard, focus, and achieve their goals, whereas excessive stress can be harmful and negatively impact both physical and mental health. There are many different causes of stress, including academic pressure, family problems, financial issues, relationship conflicts, peer pressure, health concerns, and even changes in routine or environment. Each person may react differently to these stressors based on their personality, coping abilities, and life experiences. Some people may feel stressed easily and frequently, while others remain calm and handle difficult situations more effectively. This demonstrates that stress is not just about the situation itself, but also about how an individual perceives and responds to it. Stress can affect emotions, causing a person to feel restless, anxious, angry, frustrated, or sad. It can also affect cognitive abilities, making it difficult to concentrate, remember things, or make clear decisions, which can lead to confusion and errors in daily life. Beyond emotional and mental impacts, stress can manifest physically—causing issues such as headaches, fatigue, sleep disturbances, changes in appetite, and a weakened immune system—thereby increasing the risk of illness. Prolonged or chronic stress can be particularly harmful, as it raises the risk of heart disease, high blood pressure, and mental health issues like anxiety and depression. Therefore, it is crucial to recognize stress early and take steps to manage it effectively. Managing stress requires understanding its causes and finding healthy ways to cope, such as talking to friends, family members, or teachers. This provides emotional support and reduces feelings of isolation, as sharing problems often makes them feel less overwhelming. Physical activities—such as exercise, sports, or simply walking—can reduce stress by releasing endorphins; these are chemicals that improve mood and promote a sense of well-being. Additionally, relaxation techniques like deep breathing, meditation, and yoga can calm the mind and alleviate the physical symptoms of stress. Maintaining a healthy lifestyle—including a balanced diet, adequate sleep, and avoiding harmful habits—is also essential, as a healthy body supports a healthy mind and enhances one's ability to face challenges. Time management plays a vital role in reducing stress, especially for students; planning tasks, setting priorities, and avoiding last-minute rushes prevents unnecessary pressure and helps maintain control over responsibilities. Taking regular breaks and engaging in hobbies—such as listening to music, reading, drawing, or spending time in nature—refreshes and relaxes the mind, thereby reducing stress levels. Maintaining a positive outlook on life and focusing on solutions rather than problems can also make a significant difference; negative thinking often heightens stress, whereas a positive mindset boosts confidence and resilience in facing challenges. Setting realistic goals and expectations is also crucial, as attempting to achieve too much in a short time can lead to frustration and stress, while appreciating small achievements fosters motivation and alleviates pressure. Accepting mistakes and setbacks as a natural part of life is another key aspect of stress management; everyone makes mistakes, and instead of becoming a source of anxiety, they offer opportunities for learning and improvement. Social support plays a vital role in coping with stress; spending time with loved ones, sharing laughter, and receiving encouragement instills a sense of belonging and tranquility, thereby reducing feelings of stress and restlessness. Limiting screen

time and social media usage is also beneficial, as excessive exposure to negative or unrealistic content can increase stress and impact mental well-being.

REVIEW OF RELATED LITERATURE

Chen et al. (2023) Orthopaedic injuries were associated with major depressive disorder (MDD), generalized anxiety disorder (GAD), and post-traumatic stress disorder (PTSD). The rates of posttraumatic psychiatric diagnoses and their relationships with various trauma characteristics are not well described. Our objective was to determine the association between orthopaedic trauma and diagnoses of MDD, GAD, and PTSD after 5 years of follow-up. The National Insurance Claims Database was used to create groups of upper extremity fractures (UEF) and lower extremity fractures (LEF), with additional classification according to single fractures or fractures. Rates of post-traumatic psychiatric diagnoses were calculated. In the UEF cohort, the incidence of diagnoses following single or multiple fractures was identified: 4,444 MDD (25% to 30%), GAD (10% to 11%), and PTSD (4%). The LEF cohort prevalence was as follows: 4,444 MDD (30% to 38%), GAD (11% to 14%), and PTSD (4% to 7%). Compared with uninjured controls, the UEF and LEF cohorts were associated with higher rates of all psychiatric diagnoses. Even after controlling for psychiatric history, orthopedic trauma remained independently associated with posttraumatic psychiatric diagnoses and was more predictive of PTSD and GAD than MDD.

Kuzminskaite et al. (2023) had a bad experience as a child can make you more likely to develop mental health problems. This happens when your emotions change a lot and don't always match up. However, we haven't studied how Childhood Trauma (CT) affects changes over time and how different CT statuses affect people differently. 346 39 adults (age 49.25 12.55, 67.0% female) from the Netherlands Study of Depression and Anxiety took part in a study of the environment. We measured how people felt five times a day for two weeks using electronic diaries. In the past, people have reported that they were neglected emotionally and physically or sexually abused. Linear regressions showed that CT and affect fluctuations were connected, controlling for age, sex, education, and mean affect levels. People with CT had lower positive affect (PA) levels (Cohen's d = 0.620) and higher negative affect (NA) levels (Cohen's d = 0.556) for two weeks. People with higher CT scores had more variability in PA, NA, and NA autocorrelation. But these effects were completely explained by the differences in mean affect levels between the CT groups. Findings showed that results were similar in adults with and without lifetime depression/anxiety disorders and across CT types. Sexual abuse showed the smallest effects. People with CT have trouble controlling their emotions for two weeks, probably because they have lower PA and higher NA levels. When figuring out how CT affects affect, it's important to think about the average level of impact.

Yuan et al. (2023) recruited patients with untreated GAD (N = 33), social anxiety disorder (SAD, N = 36), posttraumatic stress disorder (PTSD, N = 59), and healthy controls (HC, N = 50). We found that ALFF was higher in the left angular gyrus (LA), left parietal lobe (IPL), left precentral gyrus, left middle gyrus, and left cerebellum in GAD than in SAD, PTSD, and HC. This phenomenon was confirmed by increased functional connectivity between left AG and bilateral IPL, left parietal lobe, and left prefrontal cortex (mPFC) in GAD. In addition, both GAD and SAD showed greater connectivity between the left AG and the right insula. We did not compare imaging differences between GAD and other anxiety disorders, such as panic disorder.

Zhao et al. (2023) Psychological issues had a complex and multifaceted impact on the training and performance of collegiate athletes. As understudies in competitive sports, it is critical to investigate the psychological health of athletes. The purpose of this study was to explore the relationship between generalized anxiety disorder (GAD), post-traumatic stress disorder (PTSD), basic psychological needs (BPN), and mental health (MH) in Chinese college athletes. Chinese college student-athletes who were willing to participate in the study had attended a national competition, and held a Chinese Athlete Evaluation Certificate were included in the study. Participants 40 completed the Kessler Psychological Distress Scale (K10), Generalized Anxiety Disorder Scale (GAD-7), Impact of Event Scale-Revised (IES-R), and Basic Needs Satisfaction in General Scale (BNSG-S) was completed. The study included 665 college athletes (415 males and 250 females) with a mean age of 20.43 years (SD=1.68) Descriptive statistics, correlation analysis, and moderated linkage mediation analysis were conducted using SPSS 22.0 and Hayes' PROCESS macro. Results of the final model showed that basic psychological needs were positively correlated with mental health ($r = 0.443$, $p < 0.001$), while PTSD ($r = -0.346$, $p < 0.001$) and generalized anxiety disorder ($r = -0.527$, $p < 0.001$) were negatively correlated with mental health in college athletes. There were significant indirect effects. According to the bootstrap results, basic psychological needs and generalized anxiety disorder played a mediating role in 22.54% and 50.29%, respectively, of the total impact of PTSD on mental health. On the other hand, the cascading mediating effect of basic psychological needs and generalized anxiety disorder (7.23%) was also significant. The results of this study advance our understanding of the relationship between PTSD and mental health and highlight the important role that basic psychological needs and generalized anxiety disorder play in the association of Chinese college student-athletes.

METHODOLOGY

This section of the study outlines the procedures for the selection of subjects, variables, and criterion measures, as well as data collection and the statistical techniques employed.

SELECTION OF SUBJECTS

For this study, 30 boxers (15 men and 15 women) aged between 17 and 25 years were selected to measure stress. The study was conducted exclusively on male and female boxers.

Independent Variable:

1. Stress

Dependent Variables:

1 Male Boxer

2. Female Boxer

SELECTION OF SAMPLING TECHNIQUE

A simple random sampling technique was used to collect reliable data from the respondents. The boxers were selected based on a random number table.

TOOL

Name of Variables	Questionnaire/ Inventory	Developed by
Stress	Perceived Stress Scale (PSS)	Sheldon Cohen

STATISTICAL ANALYSIS OF DATA

For the purpose of this study, the mean (average) and standard deviation were calculated. The independent t-test technique was employed to determine the significance of the difference between the selected male and female boxers. SPSS software was used to analyze the difference in means between the male and female boxers. A significance level of 0.05 was set to assess the significance of the difference.

SAMPLING

The 'Perceived Stress Scale (PSS)' questionnaire/inventory was administered to a total of 30 subjects 15 male and 15 female boxers. The participants were university-level athletes aged between 17to 25 years, selected from a list of boxers using 'simple random sampling'. A 't-test' was employed in this study.

STATISTICAL TECHNIQUES

The researcher used the 't'-test to analyze the data in this study.

TABLE I -RESEARCH PARADIGM

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Male	15	35.30	6.919	1.263
Female	15	38.73	2.132	.389

Table : I showed that Male Players Mean and Std. Deviation is 35.30 ± 6.919 and Std.Error Mean is 1.263

Female Players Mean and Std. Deviation is 35.73 ± 2.132 and Std Error Mean is .389

TABLE I.I-'T' TABLE

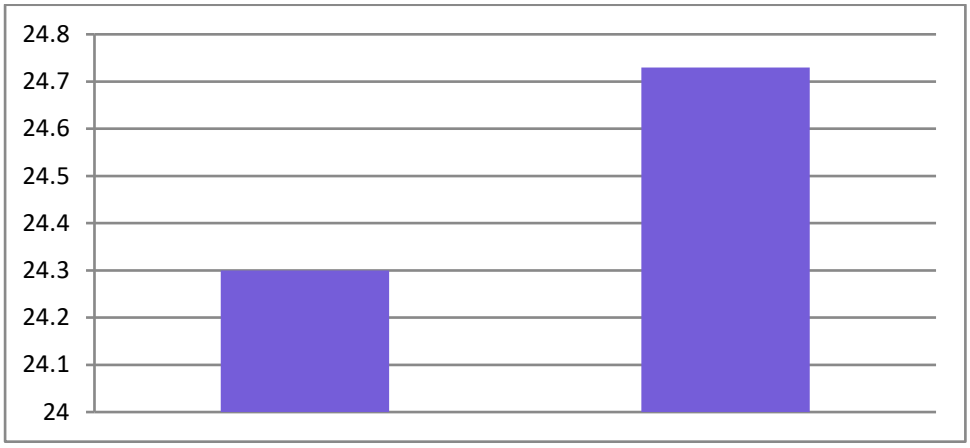
One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male	45..236	29	.000	35.300	21.72	26.88
Female	68.529	29	.000	38.733	23.94	25.53

***Significant at 0.05 level of significant t(14)(0.05)=2.145**

Table: II results show that the Male Assertive tendency received't'-value is 45.236 and this value is significantly higher than the tabulated 't' value 2.045 at 0.05 level of significance Female Players Assertive tendency received't'-value is 68.529 and this value is significantly higher than the tabulated't' value 2.145 at 0.05 level of significance

GRAPHICAL REPRESENTATION



RESULT

Table I shows that the mean and standard deviation for male players are 24.300 ± 6.919, with a standard error of the mean of 1.263. For female players, the mean and standard deviation are 24.73 ± 2.132, with a standard error of the mean of 0.389. The results in Table II indicate that the 't'-value obtained for stress among males is 19.236, which is significantly higher than the tabulated 't'-value of 2.045 at the 0.05 level of significance. The 't'-value obtained for stress among female players is 63.529, which is significantly higher than the tabulated 't'-value of 2.145 at the 0.05 level of significance. This indicates that female players experience higher levels of stress compared to male players.

CONCLUSION

The results show that the average for the group of male players is 24.300, while the average for the group of female players is 24.73. Therefore, we can conclude that female players experience higher levels of stress compared to male players.

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Chen et al. (2023) Orthopaedic injuries were associated with major depressive disorder (MDD), generalized anxiety disorder (GAD), and post-traumatic stress disorder (PTSD).

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