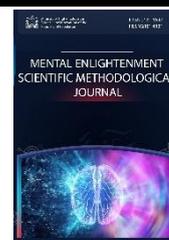




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PHYSICAL EDUCATION AND ITS IMPACT ON STUDENTS' EMOTIONAL WELL-BEING

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ABOUT ARTICLE

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Kalit so'zlar: jismoniy tarbiya; emotsional farovonlik; talabalar ruhiy salomatligi; maktab sporti; ijtimoiy-emotsional rivojlanish; kompleks ta'lim

Ключевые слова: физическое воспитание; эмоциональное благополучие; психическое здоровье студентов; школьный спорт; социально-эмоциональное развитие; комплексное образование.

Abstract. Emotional well-being is a critical component of students' overall development and academic success. In recent years, increasing attention has been given to the role of physical education as a means of supporting not only physical health but also emotional and psychological well-being. This article examines the impact of physical education on students' emotional well-being in school settings. Drawing on existing research and educational practice, the study explores how regular participation in physical education activities influences students' emotional regulation, stress levels, self-esteem, and social relationships. The findings indicate that physical education contributes positively

to emotional well-being by reducing anxiety and stress, improving mood, and fostering a sense of belonging and self-confidence. Team-based and cooperative physical activities, in particular, promote social interaction and emotional support among students. The article also highlights the importance of inclusive and well-structured physical education programs that address diverse student needs. The study concludes that physical education plays a vital role in promoting students' emotional well-being and recommends its integration as a core component of holistic education aimed at supporting students' mental and emotional health.

Annottatsiya: Emotsional farovonlik talabalar umumiy rivojlanishi va akademik muvaffaqiyatining muhim tarkibiy qismidir. So'nggi yillarda jismoniy tarbiya nafaqat jismoniy sog'liqni, balki emotsional va psixologik farovonlikni qo'llab-quvvatlash vositasi sifatida katta e'tibor qozondi. Ushbu maqolada maktab sharoitida jismoniy tarbiyaning talabalar emotsional farovonligiga ta'siri o'rganiladi. Mavjud tadqiqotlar va ta'lim amaliyotlariga tayangan holda, maqola jismoniy tarbiya mashg'ulotlarida muntazam ishtirok etish talabalar emotsional tartibga solish, stress darajasi, o'z-o'zini qadrlash va ijtimoiy munosabatlarga qanday ta'sir qilishini tahlil qiladi.

Natijalar shuni ko'rsatadiki, jismoniy tarbiya emotsional farovonlikka ijobiy ta'sir ko'rsatadi, xususan, xavotir va stressni kamaytiradi, kayfiyatni yaxshilaydi hamda o'zini qulay his qilish va o'z-o'ziga ishonchni oshiradi. Jamoaviy va hamkorlik asosidagi jismoniy mashg'ulotlar, ayniqsa, talabalar o'rtasida ijtimoiy muloqot va emotsional qo'llab-quvvatlashni rivojlantiradi. Maqolada shuningdek, turli talabalar ehtiyojlarini qamrab oladigan inklyuziv va puxta tashkil etilgan jismoniy tarbiya dasturlarining ahamiyati ta'kidlanadi. Tadqiqot xulosasiga ko'ra, jismoniy tarbiya talabalar emotsional farovonligini rivojlantirishda muhim rol o'ynaydi va uni talabalar ruhiy va emotsional salomatligini qo'llab-quvvatlashga qaratilgan kompleks ta'limning asosiy tarkibiy qismi sifatida integratsiya qilish tavsiya etiladi.

Аннотация: Эмоциональное благополучие является важной составляющей общего развития студентов и их академического успеха. В последние годы внимание уделяется роли физического воспитания не только в поддержании физического здоровья, но и в обеспечении эмоционального и психологического благополучия. В данной статье рассматривается влияние физического воспитания на эмоциональное благополучие студентов в школьной среде. Опираясь на существующие

исследования и образовательную практику, исследование изучает, как регулярное участие в занятиях по физическому воспитанию влияет на эмоциональную регуляцию, уровень стресса, самооценку и социальные взаимоотношения студентов.

Результаты показывают, что физическое воспитание положительно способствует эмоциональному благополучию, снижая тревогу и стресс, улучшая настроение и способствуя развитию чувства принадлежности и уверенности в себе. Командные и совместные физические активности особенно способствуют социальному взаимодействию и эмоциональной поддержке среди студентов. В статье также подчеркивается важность инклюзивных и хорошо структурированных программ физического воспитания, учитывающих разнообразные потребности учеников. Исследование делает вывод о том, что физическое воспитание играет ключевую роль в продвижении эмоционального благополучия студентов и рекомендует его интеграцию как основного компонента комплексного образования, направленного на поддержку психического и эмоционального здоровья учащихся.

INTRODUCTION

Students' emotional well-being has become an increasingly important concern in contemporary education, as schools are expected to support not only academic achievement but also learners' psychological and emotional development. Emotional well-being influences students' motivation, behavior, social relationships, and overall academic success. In recent years, rising levels of stress, anxiety, and emotional difficulties among school-aged children and adolescents have drawn attention to the need for effective educational approaches that promote emotional health within school environments.

Physical education (PE) plays a unique role in addressing students' emotional well-being, as it combines physical activity with social interaction, self-expression, and emotional regulation. Unlike traditional classroom subjects, physical education provides opportunities for students to engage in movement-based activities that can reduce stress, improve mood, and enhance self-esteem. Research has shown that regular physical activity is associated with positive psychological outcomes, including decreased symptoms of anxiety and depression and improved emotional resilience.

In school settings, physical education contributes to emotional well-being by fostering a sense of belonging and social connectedness. Team sports and cooperative physical activities encourage communication, collaboration, and mutual support among students. These interactions are particularly important for developing social-emotional skills such as empathy, self-control, and confidence. Moreover, participation in physical education can help students develop a positive self-image and a sense of achievement, which are essential components of emotional well-being.

Despite growing evidence of the psychological benefits of physical activity, physical education is often undervalued in school curricula and viewed primarily as a means of improving physical fitness. Limited instructional time, lack of resources, and academic pressures may reduce opportunities for students to engage meaningfully in physical education. As a result, the potential of physical education to support students' emotional well-being remains underutilized in many educational contexts.

Therefore, this article aims to examine the impact of physical education on students' emotional well-being by exploring its role in reducing stress, enhancing emotional regulation, and promoting positive social interactions. By reviewing existing research and educational practices, the study seeks to highlight the importance of physical education as a key component of holistic education and to emphasize its contribution to students' emotional and psychological health.

Materials and Methods

This study employed a [quantitative descriptive and correlational research design](#) to investigate the impact of physical education on students' emotional well-being. The design was selected to examine relationships between participation in physical education activities and key indicators of emotional well-being, including stress reduction, emotional regulation, self-esteem, and social connectedness. In order to enrich the findings, selected qualitative elements were also incorporated through teacher observations.

The participants of the study were students enrolled in general education schools. The sample included students from different age groups and educational levels, representing diverse social and academic backgrounds. Participation was voluntary, and informed consent was obtained from students, parents or legal guardians, and school administration prior to data collection. All ethical considerations regarding anonymity, confidentiality, and the protection of participants' rights were strictly observed.

The materials used in the study included physical education lesson plans, emotional well-being assessment tools, and observation instruments.

Physical education materials consisted of structured lesson plans that included individual exercises, team sports, cooperative games, and recreational physical activities. These activities were designed to promote active participation, cooperation, and enjoyment rather than competition alone. The lessons were conducted during regular physical education classes and followed national curriculum guidelines.

To measure students' emotional well-being, standardized self-report questionnaires were used. These instruments assessed variables such as emotional state, stress levels, self-confidence, and social interaction. The questionnaires were adapted to the students' age and language proficiency to ensure clarity and reliability. In addition, teacher observation checklists were used to record students' emotional responses, participation levels, and social behavior during physical education classes.

The study was conducted over a defined instructional period during the academic year. Physical education lessons were implemented on a regular basis, following the school timetable. Students completed emotional well-being questionnaires before and after the intervention period to identify changes associated with participation in physical education activities.

Teachers were instructed to conduct lessons using inclusive and student-centered approaches, encouraging cooperation, positive feedback, and emotional

support. Observations were carried out during selected lessons to document students' emotional engagement, peer interaction, and behavioral responses.

Quantitative data obtained from questionnaires were analyzed using descriptive statistical methods, including means, percentages, and standard deviations. Comparative analysis was conducted to identify changes in students' emotional well-being before and after participation in physical education activities. Qualitative observation data were analyzed thematically to support and clarify quantitative findings.

The study adhered to ethical standards for educational research. Participation was voluntary, and participants were informed about the purpose of the study. All data were anonymized and used exclusively for research purposes. Special care was taken to ensure that participation in physical education activities did not cause physical or emotional discomfort to students.

Results and Discussion

The findings of the study indicate that participation in physical education had a positive impact on students' emotional well-being. Analysis of questionnaire data revealed improvements across several emotional well-being indicators, including stress reduction, emotional regulation, self-esteem, and social interaction.

Quantitative results showed that students' overall emotional well-being scores increased after regular participation in physical education classes. Mean scores for positive emotional state increased, while reported levels of stress and anxiety decreased. In particular, students demonstrated higher levels of self-confidence and emotional balance following participation in structured physical activities. These improvements were observed across different age groups and were more pronounced among students who actively participated in team-based and cooperative activities.

Observation data further supported these findings. During physical education lessons, students displayed positive emotional expressions, increased enthusiasm, and greater willingness to engage with peers. Teachers reported fewer instances of emotional withdrawal and negative behavior, as well as improved classroom atmosphere during and after physical education sessions.

Additionally, results indicated that social-emotional outcomes were strongly influenced by the type of physical activity. Cooperative games and team sports were associated with higher levels of peer interaction and emotional support, whereas individual activities contributed more to self-regulation and personal confidence.

The results of this study confirm that physical education plays a significant role in promoting students' emotional well-being. The observed reduction in stress and improvement in emotional regulation support existing research that highlights the psychological benefits of regular physical activity. Physical education provides students with opportunities to release tension, experience enjoyment, and develop coping strategies for emotional challenges encountered in academic and social contexts.

The findings also emphasize the social dimension of physical education. Increased peer interaction and cooperation during team-based activities contributed to students' sense of belonging and emotional security. This aligns with the view that physical education supports not only physical development but also social-emotional learning by fostering communication, teamwork, and mutual respect.

Improvements in self-esteem and confidence observed in this study suggest that physical education offers meaningful experiences of achievement and competence. When students successfully complete physical tasks or contribute to group activities, they develop a positive self-image, which is essential for emotional well-being. This effect is particularly important for students who may struggle academically but find success and recognition in physical education contexts.

Despite these positive outcomes, the results also highlight the importance of instructional quality. Teachers' use of inclusive, supportive, and student-centered approaches appeared to influence emotional outcomes. Physical education programs that focus solely on competition may not produce the same emotional benefits as those emphasizing cooperation, enjoyment, and personal progress. This finding underscores the need for well-designed physical education curricula and professional development for teachers.

Overall, the results and discussion demonstrate that physical education is a valuable component of holistic education. By supporting emotional well-being alongside physical health, physical education contributes to students' overall development and readiness for learning. Future research should examine long-term emotional outcomes, compare different instructional models, and explore the impact of physical education across diverse educational contexts.

Conclusion

This study examined the role of physical education in supporting students' emotional well-being within school settings. The findings indicate that regular participation in physical education contributes positively to students' emotional health by reducing stress, enhancing emotional regulation, and improving self-

esteem and social interaction. Physical education provides a unique learning environment in which students can experience enjoyment, emotional release, and meaningful social engagement alongside physical activity.

The results highlight that physical education supports emotional well-being not only through physical movement but also through opportunities for cooperation, teamwork, and positive peer interaction. Team-based and cooperative activities, in particular, were found to foster a sense of belonging and emotional security, while individual activities supported self-confidence and personal emotional control. These outcomes emphasize the importance of designing physical education programs that prioritize inclusivity, enjoyment, and emotional support rather than competition alone.

Furthermore, the study underscores the need to recognize physical education as an essential component of holistic education. When implemented through student-centered and inclusive teaching approaches, physical education can play a significant role in promoting students' mental and emotional health, thereby supporting overall academic and personal development.

Despite the positive findings, the study acknowledges certain limitations, including the duration of the intervention and the scope of participants. Future research should explore long-term effects of physical education on emotional well-being, examine differences across age groups and educational levels, and investigate the impact of various instructional models. Overall, the study concludes that physical education is a valuable and effective means of enhancing students' emotional well-being and should be integrated more deliberately into educational policies and school curricula.

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