



ROLE OF SPORTS PARTICIPATION IN REDUCING STRESS AMONG STUDENTS

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Abstract

The value of participation in sports to a student's life cannot be overstated and extends far beyond the obvious advantages to their physical health. The purpose of this study is to evaluate the influence that sports have on a person's mental health by surveying college students on their levels of stress, happiness, and psychological well-being. The current analysis is based on a sample of one hundred students drawn from educational institutions in Bhopal and Indor. Fifty of these students participate in sports on a regular basis, while the remaining fifty do not participate in any kind of athletic endeavour. Scale for measuring perceived stress Two scales—the Psychological Well-Being Scale and the General Happiness Scale—were used to evaluate the sample. A t-test was used to compare persons who participated in sports with those who did not participate in sports. According to the findings, there are substantial disparities between the levels of stress, happiness, and psychological wellness experienced by students who participate in sports and those who do not.

keyword: among students , sports

Introduction

College life is characterised by a variety of changes that, if not managed effectively, might bring to unrest in later life. The commencement of college is a particularly difficult moment in a person's life since it marks the shift from childhood to early adulthood. The levels of stress experienced by college students are higher than those experienced by any other age group, and this high level of stress has a severe impact on the students' overall health. Students typically have high stress levels since they are expected to successfully navigate their undergraduate lives while also making preparations for their lives after graduation. One might say that stress is a situation that is subjectively experienced by an individual who has recognised that there is an imbalance between the demands that are addressed to them and the resources that are available to counteract these demands. Not only can stress have a negative impact on an individual's physical health, but it also has a negative impact on their psychological and cognitive health. The stress that comes along with being a student has been linked to poor academic performance, depression, and major health concerns. Higher levels of stress are experienced by students as a result of the combination of emotional issues and academic expectations. Even while stress is an unavoidable part of the college experience, it should never be allowed to become a way of life for students there; not only does this have a negative impact, but it also increases the likelihood that the individual will fail in their future endeavours. Students need to be taught how to improve their ability to handle stress in order for them to be able to lead a healthy life after they are fully integrated into society as adults.

One of these ways that might lead towards decreased levels of stress is participating in sporting activities. The current research investigates the impact that participating in sports has on students' levels of stress, as well as their levels of pleasure and their psychological well-being. The predominant presence of happy feelings throughout one's life is the defining characteristic of happiness. The phrase "good hap" is whence we get the word "happiness," and many of the words that are used to translate "happiness" into other languages have roots that are quite close to those of the original phrase. In this understanding of the term, which we will refer to as the "wellbeing sense," happiness refers to living a life that is well-balanced and productive. The author of *Authentic Happiness* outlines the positive psychology definition of happy, which states that one must have both good feelings (such as contentment) and positive behaviours in order to experience happiness (like absorption). It is possible to assist people in leading lives that are more healthy and balanced by encouraging them to participate in meaningful activities such as physical activity. These activities provide a sort of exhilaration that is caused by external circumstances. People may be made happier by encouraging them to take part in physical activities, as doing so enables them to live a more full and healthier life. This is one way that happiness can be purchased. Because students are among the most vulnerable members of society and because they are an essential component of any nation's population, it is the responsibility of the adult population to ensure that students have positive emotional experiences.

It is common practise to define psychological well-being as some mixture of pleasurable emotional experiences, such as happiness (the hedonic perspective), and working with optimal efficacy in both one's personal and social life. Another common practise is to define psychological well-being as some combination of positive emotional experiences, such as joy (the eudaimonic perspective), and (the eudaimonic perspective). The manner in which an individual evaluates the events in their own life is one factor that might indicate the degree to which they are psychologically healthy. The findings of these evaluations suggest that the assessments may take the form of either ideas or feelings. On the other hand, it is not a set notion; rather, it develops and gets more polished throughout the course of time as a result of changes in education and consciousness. As a consequence of the extensive research that has been conducted on this subject, a multidimensional model of psychological well-being has been constructed. The paradigm may be broken down into six distinct dimensions: autonomy, environmental mastery, constructive interactions with others, personal progress, and purpose in life. All of these factors have a key role in maintaining a favourable condition of an individual's overall psychological health, which is essential to the well-being of the individual. Because the foundations of an individual's adult life are laid during their time spent in college, a person's psychological well-being is an essential component of their time spent there in order for them to have a healthy and happy adult life after graduation. There are a number of things that may have an effect on the mental health of students, and one of these things is the quantity of physical activity that they get while they are attending college. People who lead lives of relative inactivity, on the other hand, are more likely to suffer from lower levels of psychological well-being than those who are regularly engaged in meaningful activities. There is a paucity of research on the function that sports play in maintaining psychological health and happiness among college students within the setting of higher education in India. The evaluation of the role that athletic participation plays in the psychological well-being of pupils was the major purpose of this particular line of inquiry. In this context, the concepts of stress, happiness, and psychological well-being were investigated as independent variables.

Physical Education Effects on Mental Health

It is a significant issue that does not receive nearly enough attention, but the mental health of our young people is really important. Concerns regarding students' mental health are on the increase across the educational spectrum. At the present time, twenty percent of youngsters will, at some point in their lives, struggle with mentally ill conditions that are so severe that they are incapacitating. The findings of the research conducted by Alghadir indicate that 13% of youngsters between the ages of 8 and 13 struggle with challenges connected to their mental health. A significant worry in today's society is the kids' mental health. Students are facing an unparalleled amount of difficulties with regard to their mental health. According to a number of studies, a student's mental health has a direct bearing on their capacity for learning. It is possible for adolescents who struggle with their mental health to have difficulties functioning both at school and at home. It has been demonstrated that encouraging youths to participate in physically active pursuits can help some of these kids who are having difficulties with their mental health. Students who don't participate in physical education are at a higher risk of developing mental health problems than their peers who do. There is substantial evidence to show that engaging in regular physical activity can enhance a variety of mental health outcomes. [Citation needed] Individuals's mental health can benefit from being more physically active, but mental health might suffer when people are less physically active.

There is currently research that may be considered pretty consistent suggesting that children and young people who engage in regular physical activity can experience good effects on their psychological well-being. Regarding the children's sense of pride in themselves, the data is very compelling. Research has shown that engaging in physical exercise has a favourable impact on mental health; hence, one could expect to find a link between physical education and this phenomenon. Students are put in potentially stressful situations due to the settings that their physical education teachers create in the classroom from time to time. This review will provide a summary of research that examines the positive as well as negative impacts that students' participation in physical education has on their mental health. The purpose of this literature review is to evaluate studies that shows evidence either in favour of or against the significance of physical education on the mental health of young people. This literature review's objective is to give information on the mental health of kids who participate in physical education classes and/or who engage in physical exercise on their own. [Citation needed] This review will also include information on research from studies that are currently being conducted on undergraduate students, the amount of time they spend engaging in physical exercise, and the influence that it has on the mental health of those students. A portion of the study will investigate how different forms of mental disease, such as anxiety, stress, and depression, respond to different levels and types of physical exercise. The DeWitt Library, Ebscohost, and Google Scholar databases were mined for every one of the articles that were used. The articles have all been evaluated by experts in the field and were published within the past 10 years. Students who participate in physical exercise have better mental health because it lowers their levels of anxiety, tension, and depression while also raising their levels of self-esteem. There is a lot of data that shows how much physical education may boost a young person's self-esteem (2006).

Students will have a stronger chance of maintaining these behaviours into adulthood if they are physically and mentally active as children and adolescents. This will lead to higher levels of both physical and mental health (2006). Several other health benefits have been linked to leading an active lifestyle, including a lower risk of developing depression, anxiety, and stress. Young individuals who participate in sports, whether alone or as part of a team, are more likely to acquire positive psychosocial assets and have a lower chance of developing mental health issues. In the first part of this review of the relevant research, we will examine the ways in which physical activity might improve mental health. After that, it will

investigate the impact that physical education has on one's mental wellbeing. According to the studies that have been conducted on this subject, there are a variety of consequences, both good and negative, that physical education may have on mental health. The manner in which the subject of physical education is presented by the instructor has a significant impact on the students' learning outcomes. This literature study will come to a close by discussing the implications that youth sports have on the subject of physical education. This literature review includes a discussion of youth sports due to the fact that the terms "youth sports" and "physical education" are interchangeable. The purpose of this review's summary is to compile all of the topics into one cohesive whole.

Positive Effects of Team Sports on Mental Health

According to Johnston and her team's findings, there is a significant correlation between playing on a sports team and having lower levels of depression. Additionally, there is a correlation between engaging in physical exercise and enhanced levels of sleep quality. Team sports are characterised by the participation of individuals who have a shared objective and work together to achieve that goal while competing against another team. One potential method for lowering levels of stress, anxiety, and depression is to get involved in certain team sports. Johnston gathered information from 327 college students who were participating in various team sports and dance programmes for his study. While one group engaged in team sports, the other group got their workout in with some aerobic dancing. Everyone took part in the physical education lesson that lasted for the whole hour and a half. In addition to this, they responded to four other questionnaires concerning depression, anxiety, stress, and the quality of their sleep. After everything was said and done, members in both groups reported feeling an increased level of tension and worry. These findings were ascribed by the researchers to the fact that the surveys were completed during exam week. Nevertheless, during the course of the research, participants experienced less sadness and improved sleep quality.

The research conducted by Johnston uncovered certain coping mechanisms that students might include into their routines to assist in alleviating the negative effects of depression. Participating in team sports, maintaining social relationships, and increasing one's sleep time are some examples of these coping mechanisms. In addition, Cocca and the members of her team came to the same conclusions. They do study on the benefits that game-based physical education has on a person's psychological health as well as their physical fitness. After examining 252 kids, they came to the conclusion that participating in sports when one is still young is related with a decreased chance of having mental health disorders later in life. In the end, these studies provide light on the ways in which sports may have a beneficial effect on a person's mental health. Athletes that concentrate in a single sport at a young age are typically driven by their performance. They are held to an impossible standard of excellence, and the most of the time, their efforts are not recognised or rewarded along the way. They have the impression that they are not good enough since they are not given any positive feedback.

McFadden and his colleagues conducted this study with the participation of 61 male hockey players in order to evaluate the psychological impacts of specialising in a sport. According to the findings of their study, the athletes exhibited a high degree of mental health and a low level of mental disease. McFadden and his colleagues have come to the conclusion that this might be due, in part, to the fact that more than half of the participants participated in more than one sport, indicating that the hockey players did not specialise (2016). When a youngster is focused solely on one sport for their development, it restricts their potential. They are devoting all of their time and energy into one sport, and if they are unsuccessful in that endeavour, they will feel as though they have failed in life (McFadden et al., 2016). However, Malm and

his colleagues also claimed that early specialisation to a certain sport is a typical phenomena, and there is no scientific evidence to suggest that early specialisation would have a favourable influence, neither on one's health nor on one's performance later in life.

Malm and his colleagues believe that specialisation in one's training might put one at risk for injury, overtraining, increased psychological stress, and decreased training motivation. Early sport specialisation is not required for success at the greatest levels of competition, and it is regarded to be detrimental both physically and emotionally, which is a belief that is shared by LaPrade and his team. Malm and his colleagues came to this conclusion (2016). When coaches receive training on mental health, it increases the likelihood that they will help young people who are struggling with mental health issues. Students receive help from coaches because coaches have a direct influence on students on a regular basis. Breslin and his colleagues conducted study to investigate how participation in a mental health awareness programme influences a sports coach's understanding of mental health issues as well as their willingness to provide help to athletes who are coping with mental health issues (2017). They discovered that coaches who are trained on mental health can protect their athletes from developing anxiety, depression, and low self-esteem because they know how to approach and deal with an athlete who is displaying indicators of these conditions. Because of the information they would have learned via this education, they may also be able to prevent concerns related to their mental health. It has been demonstrated that sports may be an effective medium for addressing mental health issues since they offer a natural setting for the development of well-established social networks. In addition, Breslin discovered findings that were comparable to those. He conducted study on the subject of raising awareness about mental health in athletic groups. He discovered that coaches' awareness of mental health grew, as did their intents to provide help to those who were struggling with mental health issues. These studies have begun to shed light on how teachers and other school personnel might positively influence the mental health of their children.

It's been shown that being involved in athletics while still in high school can have positive effects that endure far into early adulthood. In the course of their investigation, Jewett and her team spoke with 858 young people who were active in school sports. The duration of the research was five years, and participants were questioned about their levels of stress, self-reported depressive symptoms, and overall perceptions of their mental health. Participation in school sports throughout adolescence was found to be a statistically significant predictor of less symptoms of depression, lower levels of felt stress, and greater levels of self-rated mental health in early adulthood. Participation in sports while in school may reduce the risk of having poor mental health in early life.

In addition, Guddal and the members of her team came to the same conclusions. Guddal and her colleagues conducted study on the correlations between one's engagement in sports and one's mental health (2019). In the study that Guddal and her colleagues conducted, there were a total of 7619 pupils who ranged in age from 13 to 19. (2019). A greater level of life satisfaction and self-esteem was found in teenagers who were physically active and participated in team sports. It was shown that a high level of physical exercise had a positive association with a variety of aspects of mental health, particularly for teenagers in their senior year of high school. Because playing on a team may have a beneficial effect on one's mental health, involvement in such activities need to be promoted. In the end, this lends credence to the theory that participating in team sports has a favourable impact on the mental health of teenagers. Both our physical and mental health can benefit from regular participation in sports and other physically active pursuits over the long term. Participation in team sports is connected with improved adult mental health outcomes among those who were subjected to bad childhood experiences, as stated by Easterlin and the members of her research group (2019). In addition, Greenleaf and her colleagues (2009) discovered results

that were comparable regarding the connection between engagement in high school sports and psychological well-being. During the course of one semester, they interviewed 260 different women. In order to evaluate the girls' present body image, physical competence, and activity levels, questionnaires were distributed to them and they were requested to reply. The ladies reported having a body image and physical competence that was relatively positive as a result of their high school athletic participation. When girls develop a positive body image, feelings of physical competence, and perceptions of instrumentality through high school sport, these factors relate positively to their continued involvement in physical activity and their psychological well-being. When girls develop a positive body image, feelings of physical competence, and perceptions of instrumentality through high school sport, these factors relate positively to their continued involvement in physical activity.

Possible Negative Effects of Team Sports on Mental Health

The impact of sports on one's health may be both beneficial and detrimental. Over the course of time, the significance of sport's place in society has grown to take on a greater significance. Malm and his colleagues conducted study to investigate both the good and negative impacts that participating in sports and other physically demanding activities might have on teenagers. The chance of failure, which may lead to poor mental health, as well as the risk of injury, eating disorders, and burnout, are among the negative repercussions. Due to the increasing pressure to perform at a given level, the negative characteristics of team sports are more prevalent at the highest level of sports, such as college and professional sports. This is the case since team sports include more people. When athletes compete with the intention of winning no matter what the cost, Malm and his colleagues discovered that this might have a detrimental impact on their mental health. This is especially true for young children and teenagers, as participation in sports at a young age increases the likelihood of physical harm, encourages unbalanced functional development that can lead to overtraining, increases the risk of psychosocial disorders, and carries the potential for psychological abuse. When it comes to teenagers, there must to be a significant emphasis placed on the objective of sports to promote healthy performance development. Participating in sports as a teenager can help a person develop coping mechanisms for dealing with stress. One of the sources of stress that many young people battle with is the fear of failing. According to the findings of the study that Sagar and his colleagues conducted, the fear of failing had an effect on the well-being, interpersonal behaviour, sporting performance, and academic work of the athletes. Teenagers who struggle with the fear of failing also deal with the dread of having a poor performance and being subjected to harsh repercussions as a result of their poor performance. Athletes who do not possess good coping abilities to deal with situations like these are likely to endure poor performance, unpleasant affect, and eventually may quit participating in the sport. Coping is a dynamic process that involves a person's continually changing cognitive and behavioural efforts to handle both internal and external demands that are evaluated as stressful. This is done in order to alleviate the effects of the demands.

research Methodology

One hundred male students who are currently enrolled in the first year of college make up the sample for this inquiry (Graduation). These kids were further classified according to the sports they play; more precisely, there are fifty students who play sports on a daily basis and fifty students who do not play sports at all. Only students who did not take part in any sports competitions but did take part in athletics for the aim of remaining physically active were taken into consideration for inclusion in the study. People between the ages of 18 and 20 are included in the sample population here. The samples for this study were collected from several colleges located in the cities of Indor and Bhopal. The students who hailed from

homes with an average socioeconomic position, who resided in urban areas, and who had equal access to playgrounds and parks in their neighbourhoods constituted the final sample.

Measures:

Perceived stress scale (PSS)

The perceived stress scale is a ten-item questionnaire that asks participants to answer to a series of statements meant to measure the level of stress that they are experiencing in their lives. It has reliable coefficient alpha values that range between .84 and .86, indicating that its psychometrics are rather robust.

Psychological Well-Being Scale (PWBS)

The psychological well-being scale consists of a total of 18 questions. All of the comments are rated on a scale from one (strongly disagree) to seven (completely agree) (strongly disagree). The reliability of this measurement is satisfactory at 0.70.

General happiness Scale (GHS)

General happiness Scale is a four-item questionnaire meant to assess an individual's level of happiness. To finish each of the items, select one of the seven possible solutions from the drop-down menu that corresponds to the sentence fragment that has to be completed.

Results

A table illustrating descriptive data as well as variations between groups regarding levels of stress, happiness, and psychological wellness.

Variables	Group-I		Group-II		t value
	Mean	S.D.	Mean	S.D.	
Stress	20.2	4.18	29.1	4.25	10.4**
Happiness	17.2	4.08	11.7	4.29	6.48**
Psychological Well-Being	75.1	10.9	44.2	10.3	14.31**

** $p \leq .01$ level * $p \leq .05$ level Group I= Students who engage in sports Group II=Students who do not engage in sports.

Discussion

The major purpose of this research was to investigate the impact that athletic participation has in the prevention of mental illness among college students by focusing on the factors of stress, psychological well-being, and happiness. The findings of this study, which found that participation in athletics is associated with a reduced level of stress among students, are consistent with those of other studies. Even while the percentage of college students who participate in sports is lower than the national average, there is evidence to suggest that those who do participate in sports have reduced levels of stress. College time is a period of adjustment at both the interpersonal and the intrapersonal level, and sports, as a form of physical activity, helps in reducing the reaction to stress that comes up when life requires us to adjust, cope, and respond to new experiences. College time is a period of adjustment at both the interpersonal and the intrapersonal level. When faced with stressful circumstances, engaging in physical exercise may be an effective means of coping and can boost good affect under those circumstances. Students who participate in sports and other extracurricular activities throughout their time at college have a greater tolerance to the

adverse effects of stress and are therefore less likely to be negatively affected by it. These findings have repercussions for lifetime physical and mental health, particularly when taking into account the negative impact that stress and sedentary behavior have on one's health. According to the findings, the happiness quotient is significantly increased among students who participate in sports on a daily basis. The findings are in line with those of a number of other studies done in the past. People tend to be happier when they participate in sports because it lowers their stress levels and improves their mood, both of which tend to make people happy. Additionally, participation in sports causes good after effects, which assist bring about happiness over the long term. discovered that those who have improved physical health as a result of participating in sports are not only happier but also more motivated to participate in sports, producing a cyclical association between sports and happiness. Participation in sports has been linked to increased happiness, which is likely due to the positive effect it has on participants' health. As people are more inclined to participate in sports, there are other factors that have a beneficial impact on their level of happiness. One of these factors is the accessibility of public sports facilities in close proximity to people's residences. Students who participate in sports on a consistent basis report having greater levels of psychological well-being than their peers who do not participate in sports. These findings are in line with those of a select few other studies done in the past. found that athletic prowess and psychological health are two aspects that are connected in meaning. Participation in athletics offers collegiate athletes the chance to make positive changes to their overall health and well-being. When seen from a psychological point of view, participation in athletics not only leads to more pleasant social interactions but also increases emotions of control, self-esteem, and the capacity to influence one's own destiny. In addition, those who have high levels of self-efficacy are more inclined to participate in physical activities, and this virtuous cycle keeps contributing to the psychological well-being of the participants. Exercise improves psychological health in college students by reducing levels of depression and other negative effects. This is because exercise decreases stress levels. In addition to the benefits that have already been mentioned, participating in sports as a form of physical activity can improve one's mood, lessen feelings of rage and anxiety, and help students feel more socially integrated into their community because it provides opportunities for them to interact with other people from that community. The fact that only male students were included in the study is one of the limitations of the investigation. In order to achieve results that are more representative of the population, the sample has to include include female students. However, this constraint is the result of a different limitation that is widespread in our culture. That is to say, in comparison to their male counterparts, female students have significantly less access to open places for the purpose of participating in sports and other forms of relaxation. Another drawback is that the sample was only taken from metropolitan regions; for more accurate comparisons, it would be beneficial to include students who come from rural areas as well.

Conclusion

In recent years, there has been a growing awareness of the significance of physical exercise and physical education in terms of its impact on the mental health of teenagers. Researchers have shown a correlation between higher physical exercise and better mental health in pupils. [Citation needed] Students who participate in physical exercise have better mental health because it lowers their levels of anxiety, tension, and depression while also raising their levels of self-esteem. When conducted appropriately, the findings of the literature study indicated that children might benefit from an improvement in their mental health through participation in physical education. The findings of this study point to the conclusion that participating in sports has positive effects on the mental health of pupils. Student engagement in sports not only lowers the amount of stress they experience, but it also increases their enjoyment and overall

psychological well-being. A number of studies have shown that participation in sports may have good effects on a person's mental health. As a result, college students could benefit from the introduction of physical activity techniques into health promotion programmes that aim to decrease stress and improve mental wellness.

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