



## Effects of physical education classes on well-being of college students

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### Abstract

The purpose of this study was to investigate the effects of physical education classes on the well-being of college students. A total of 120 college students aged between 18 and 23 years participated in the study. The participants were divided into an experimental group (n=60) and a control group (n=60). The experimental group participated in structured physical education classes for 12 weeks, while the control group continued their regular academic activities without structured physical activity intervention. Data were collected using standardized questionnaires related to perceptions of physical activity, perceived exercise benefits, exercise habits, and well-being. Statistical techniques such as mean, standard deviation, paired t-test, and Pearson correlation were used for analysis. The results showed significant improvements in perceptions of physical activity, exercise benefits, exercise habits, and enjoyable exercise options among students who attended physical education classes. The study concluded that physical education classes positively influence the overall well-being of college students.

**Keywords:** Physical education, well-being, exercise habits, college students, physical activity

### Introduction

Physical education is an integral part of holistic education that contributes to physical, psychological, emotional, and social development. Modern college students often experience academic stress, anxiety, sedentary lifestyles, and reduced physical activity due to technological dependence and academic workload. These issues negatively affect their overall well-being. Regular participation in physical activity improves cardiovascular fitness, muscular strength, emotional stability, and mental health. Physical education classes also promote teamwork, social interaction, discipline, and self-confidence among students. Research studies have indicated that physically active students demonstrate better stress management, higher life satisfaction, and improved academic performance. Therefore, the present study aimed to examine the effects of physical education classes on the well-being of college students.

### Materials and Methods

#### 1. Participants

A total of 120 college students were randomly selected from affiliated colleges. The participants were healthy and voluntarily participated in the study.

- Experimental Group: 60 students
- Control Group: 60 students
- Age Range: 18-23 years

The experimental group attended physical education classes for 12 weeks, five days per week, with each session lasting 60 minutes.

#### 2. Measurements

The following variables were assessed before and after the intervention:

1. Perceptions of Physical Activity
2. Perceived Exercise Benefits

3. Exercise Habits
4. Preferred Exercise Choices
5. Well-Being Scores

#### Instruments Used

1. Physical Activity Perception Scale
2. Exercise Benefits Questionnaire
3. Student Well-Being Scale

#### 3. Statistical Analysis

The collected data were analyzed using:

- Mean
- Standard Deviation
- Paired t-test
- Pearson Product Moment Correlation

The level of significance was set at 0.05.

Table 1: Demographics of Participants

Variables	Experimental Group (n=60)	Control Group (n=60)
Mean Age (Years)	20.4 ± 1.5	20.1 ± 1.7
Male	34	32
Female	26	28
Undergraduate Students	48	50
Postgraduate Students	12	10

### Results

#### 1. Changes in Perceptions of Physical Activity, Perceived Exercise Benefits, and Exercise Habits Pre- and Post-Intervention

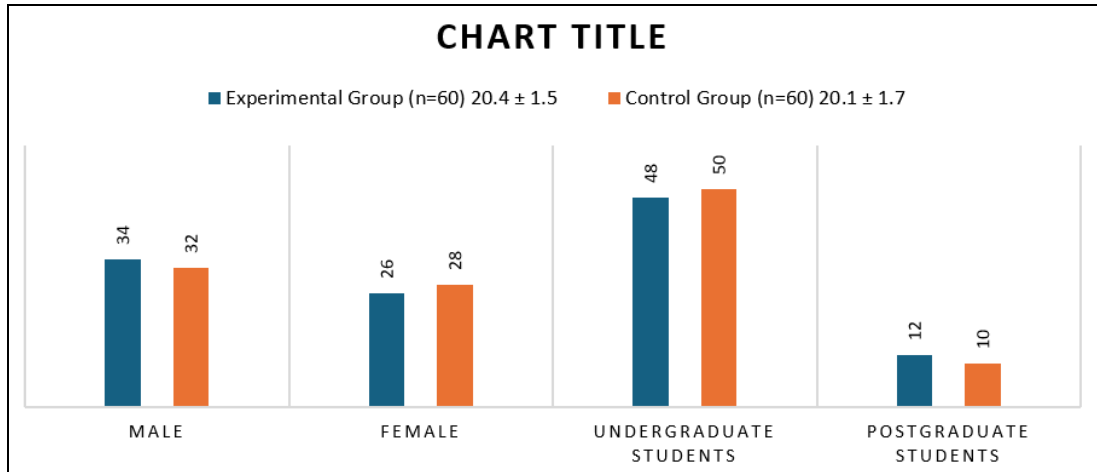
The experimental group showed significant improvement in perceptions of physical activity, perceived exercise benefits, and exercise habits after participating in physical education classes for 12 weeks.

**2. Effects of Exercise Class on Growth in Enjoyable Exercise Options**

Students in the experimental group reported increased interest in various enjoyable physical activities such as yoga, jogging, recreational games, badminton, basketball, and aerobic exercises. Participation in structured physical education classes improved their willingness to engage in regular exercise.

**3. Effects of Class Contents on Changes in Health and Exercise Perception and Perceived Exercise Benefits**

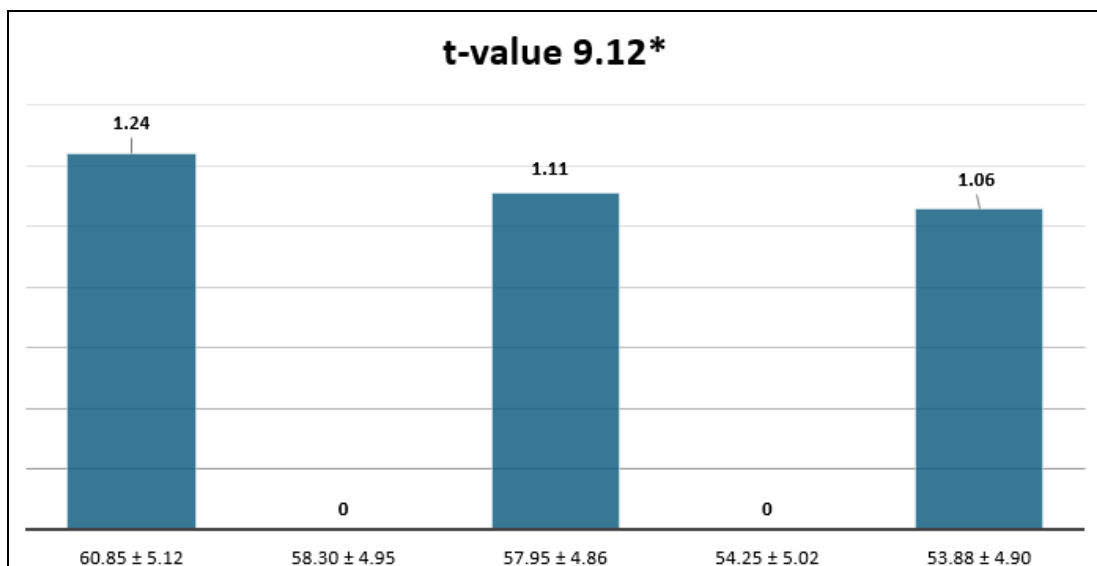
The class contents, including warm-up exercises, fitness drills, yoga, recreational games, and team sports, positively influenced students' health perceptions and exercise awareness. Students reported reduced stress levels, improved mood, better concentration, and enhanced social interaction.



**Table 2:** Changes in Perceptions of Physical Activity, Perceived Exercise Benefits, and Exercise Habits Pre- and Post-Intervention

Variables	Group	Pre-Test Mean ± SD	Post-Test Mean ± SD	t-value
Physical Activity Perception	Experimental	61.20 ± 5.40	78.45 ± 4.82	9.12*
	Control	60.85 ± 5.12	62.10 ± 5.01	1.24
Perceived Exercise Benefits	Experimental	58.30 ± 4.95	76.12 ± 4.33	8.84*
	Control	57.95 ± 4.86	59.02 ± 4.80	1.11
Exercise Habits	Experimental	54.25 ± 5.02	72.64 ± 4.75	8.56*
	Control	53.88 ± 4.90	55.10 ± 4.92	1.06

\*Significant at 0.05 level



**4. Correlation Between Changes in Perceptions of Physical Activity, Perceived Exercise Benefits, Exercise Habits, and Growth in Preferred Exercise Choices**

Positive correlations were observed between physical activity perceptions, exercise benefits, exercise habits, and preferred exercise choices. Students who demonstrated improved exercise habits also reported greater enjoyment and willingness to participate in physical activities.

**Discussion**

The findings of the present study revealed that participation in physical education classes significantly improved the well-being of college students. The improvements were observed in physical activity perceptions, exercise benefits awareness, exercise habits, and enjoyable exercise choices. Regular physical activity contributes to improved mental health by reducing anxiety, depression, and stress. Physical education classes also provide opportunities for social

interaction and teamwork, which enhance emotional well-being and self-confidence.

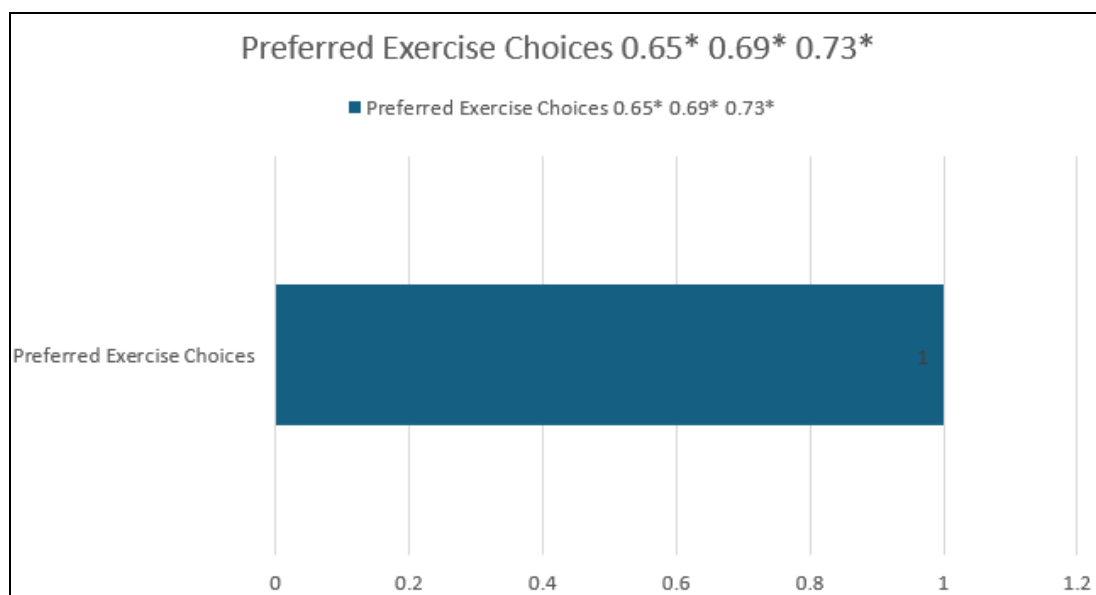
The results of the study are consistent with previous research indicating that physical activity positively affects

the psychological and physical health of students. The structured physical education programme encouraged students to adopt active lifestyles and maintain healthy exercise habits.

**Table 3:** The Correlation Coefficients Between Changes in Perceptions of Physical Activity, Perceived Exercise Benefits, Exercise Habits, and Growth in Preferred Exercise Choices

Variables	Physical Activity Perception	Exercise Benefits	Exercise Habits	Preferred Exercise Choices
Physical Activity Perception	1.00	0.71*	0.68*	0.65*
Exercise Benefits	0.71*	1.00	0.74*	0.69*
Exercise Habits	0.68*	0.74*	1.00	0.73*
Preferred Exercise Choices	0.65*	0.69*	0.73*	1.00

\*Significant at 0.05 level



### Conclusions

The study concluded that physical education classes positively influence the well-being of college students. Participation in structured physical education programmes significantly improved perceptions of physical activity, perceived exercise benefits, exercise habits, and enjoyable exercise options.

Colleges and universities should encourage regular participation in physical education activities to promote physical fitness, mental health, and overall student well-being.

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