

Role of Physical Education in Enhancing Emotional Intelligence among School Boys

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Article Info	ABSTRACT
<p>Article History: Received: 17th January 2026 Accepted: 22nd January 2026 Published: 02nd February 2026</p>	<p>Emotional Intelligence (EI) is a significant psychological factor influencing students' academic achievement, behavior, and social adjustment. Physical Education (PE) offers experiential learning opportunities that foster emotional regulation, cooperation, empathy, and leadership. The present study aimed to examine the role of Physical Education in enhancing Emotional Intelligence among school boys. Thirty (N = 30) secondary school boys aged 13–16 years were selected using random sampling. The study adopted a single-group pre-test and post-test experimental design. Emotional Intelligence was assessed using a standardized Emotional Intelligence questionnaire. The participants underwent a structured Physical Education program for twelve weeks. Mean, standard deviation, and paired 't' test were used for statistical analysis. The results revealed a significant improvement in Emotional Intelligence scores after participation in Physical Education. The findings indicate that Physical Education plays a vital role in enhancing Emotional Intelligence among school boys.</p>
<p>Keywords:</p> <p><i>Physical Education, Emotional Intelligence, School Boys, Psychological Development, Adolescents</i></p>	

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1. Introduction

In recent years, the scope of education has broadened beyond the traditional emphasis on academic achievement to include the holistic development of learners. Modern educational philosophy recognizes that intellectual growth alone is insufficient for preparing students to face the complex emotional, social, and psychological challenges of contemporary life. As a result, increasing attention has been directed toward emotional and social competencies, which play a vital role in shaping students' behavior, attitudes, interpersonal relationships, and overall well-being. Among these competencies, Emotional Intelligence has emerged as a key psychological construct in educational research.

Emotional Intelligence refers to an individual's ability to recognize, understand, manage, and regulate emotions in oneself as well as in others. It encompasses essential skills such as emotional awareness, self-regulation, empathy, motivation, and social interaction. Students with higher levels of Emotional Intelligence are better equipped to handle academic pressure, cope with stress, maintain positive peer relationships, and demonstrate appropriate social behavior. Numerous studies have indicated that emotionally intelligent students tend to show improved academic performance, greater self-confidence, better classroom engagement, emotional stability, and enhanced mental health. Consequently, Emotional Intelligence is now considered a crucial determinant of success both within and beyond the academic environment.

Physical Education occupies a unique and significant position within the school curriculum as it contributes not only to physical fitness but also to emotional, social, and psychological development. Unlike classroom-based subjects, Physical Education provides experiential learning opportunities through active participation, interaction, and real-life problem-solving situations. Sports and physical activities naturally create environments that demand cooperation, teamwork, leadership, discipline, emotional control, and decision-making. Through participation in individual and team sports, students experience success and failure, competition and cooperation, winning and losing, all of which require emotional adjustment and regulation. Engagement in Physical Education activities encourages students to express emotions appropriately, manage frustration, develop resilience, and build self-confidence. Team games, in particular, foster empathy, communication skills, mutual respect, and social bonding among participants. Students learn to work collectively toward common goals, resolve conflicts, accept responsibility, and respect rules and opponents. These social interactions contribute significantly to the development of emotional awareness and interpersonal skills, which are core components of Emotional Intelligence.

Moreover, Physical Education provides a structured setting in which teachers can intentionally promote emotional learning by emphasizing fair play, cooperation, leadership roles, and positive behavior. Regular participation in physical activities has also been shown to reduce stress, anxiety, and emotional tension, thereby promoting mental well-being among adolescents. For school-aged boys, who often express emotions through physical actions rather than verbal communication, Physical Education serves as an effective medium for emotional expression and regulation.

Despite its multifaceted benefits, Physical Education is often undervalued and marginalized in school systems that prioritize academic subjects. Limited instructional time and lack of awareness regarding its psychological benefits have restricted its potential contribution to students' emotional development. Therefore, there is a need for empirical research to highlight the role of Physical Education in enhancing Emotional Intelligence among school students. In this context, the present study seeks to investigate the impact of Physical Education on Emotional Intelligence among school boys, emphasizing its importance as a tool for holistic development and emotional well-being.

2. Objectives of the Study

- To assess the level of Emotional Intelligence among school boys.
- To examine the effect of Physical Education on Emotional Intelligence

3. Methodology

3.1 Research Design

The present study adopted a single-group pre-test and post-test experimental research design to examine the effect of Physical Education on Emotional Intelligence among school boys. In this design, a single group of participants was assessed on Emotional Intelligence prior to the intervention (pre-test), followed by the administration of a structured Physical Education programme for a specified duration, and subsequently reassessed using the same standardized Emotional Intelligence questionnaire (post-test). This design enabled the researcher to measure changes in Emotional Intelligence attributable to the Physical Education

intervention by comparing pre-test and post-test scores within the same group. The single-group pre-test and post-test design was considered appropriate for evaluating the effectiveness of the intervention in controlled educational settings where the use of a control group was not feasible.

3.2 Sample

The sample for the present study consisted of 30 school boys aged between 13 and 16 years, who were selected from secondary schools of Pune city. The participants were chosen using a random sampling technique to ensure that each student had an equal opportunity of being included in the study, thereby minimizing selection bias. Random sampling enhanced the representativeness of the sample and strengthened the validity of the findings. All selected participants were physically fit and actively involved in regular school activities at the time of data collection.

3.4 Tool Used

Emotional Intelligence was measured using a standardized Emotional Intelligence Questionnaire suitable for school students. The questionnaire included dimensions such as:

- Self-awareness
- Emotional regulation
- Motivation
- Empathy
- Social skills

The tool has established reliability and validity.

3.5 Training Intervention

The participants underwent a **twelve-week structured Physical Education program**, which included:

- Team games
- Individual sports
- Cooperative physical activities
- Fitness exercises
- Leadership-oriented activities

The training sessions were conducted five days a week, with each session lasting 45 minutes.

3.6 Statistical Techniques

The following statistical techniques were used:

- Mean
- Standard Deviation
- Paired 't' test

The level of significance was set at **0.05**.

4. Statistical Analysis and Results

Table 1:
Mean and Standard Deviation of Emotional Intelligence

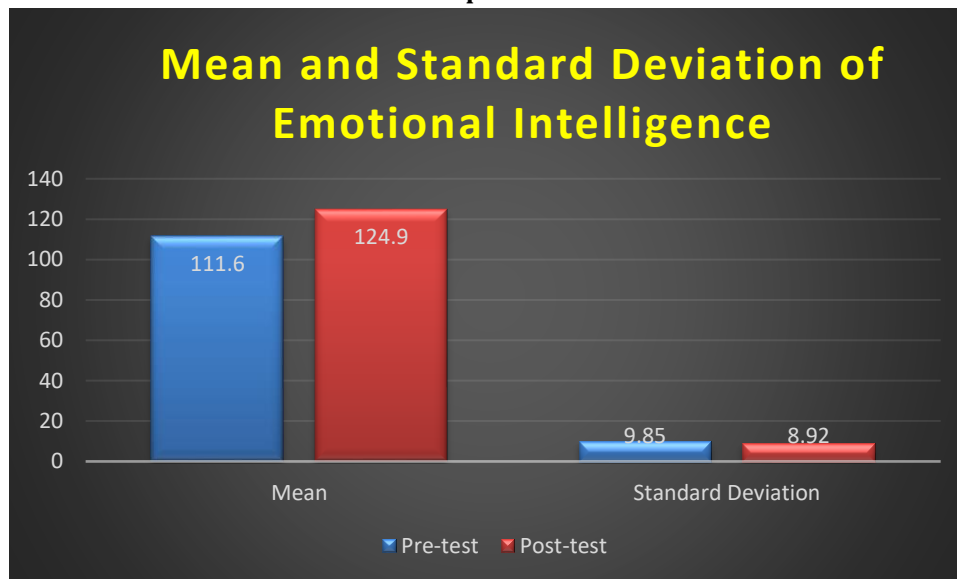
Test	Mean	Standard Deviation
Pre-test	111.60	9.85
Post-test	124.90	8.92

Table1: presents the mean and standard deviation values of Emotional Intelligence scores of school boys measured before and after the Physical Education intervention. The pre-test mean score of Emotional Intelligence was **111.60** with a standard deviation of **9.85**, indicating the initial level and variability of Emotional Intelligence among the participants prior to the training programme. After the completion of the twelve-week Physical Education programme, the post-test mean score increased to **124.90**, with a reduced standard deviation of **8.92**. The increase in the mean score reflects a noticeable improvement in Emotional Intelligence levels following participation in Physical Education activities. Furthermore, the slight reduction in the standard deviation in the post-test scores suggests greater consistency and homogeneity among the participants after the intervention.

Overall, the descriptive statistics indicate a positive trend in Emotional Intelligence among school boys as a result of the Physical Education programme. The observed improvement in mean scores provides preliminary

evidence supporting the effectiveness of Physical Education in enhancing emotional awareness, regulation, and social skills among the participants. However, the statistical significance of this improvement is further examined using inferential analysis.

Graph no.1



Graph no.1: Graphical representation of mean and standard deviation emotional intelligence

Table 2:

Paired 't' Test Analysis of Emotional Intelligence

Mean Difference	t-value	Level of Significance	Df
13.30	7.45*	Significant at 0.05	29

*Significant at 0.05 level (df = 29, table value = 2.045)

Table no. 2: presents the results of the paired 't' test analysis conducted to determine whether there was a significant difference in Emotional Intelligence scores of school boys before and after the Physical Education intervention. The mean difference between the pre-test and post-test Emotional Intelligence scores was 13.30, indicating a substantial improvement following the training programme. The calculated 't' value was 7.45, which is considerably higher than the corresponding tabulated 't' value of 2.045 at the 0.05 level of significance with 29 degrees of freedom. Since the obtained 't' value exceeded the critical value, the difference between the pre-test and post-test scores was found to be statistically significant. This result leads to the rejection of the null hypothesis, which stated that there would be no significant difference in Emotional Intelligence of school boys before and after participation in Physical Education. The significant improvement in Emotional Intelligence can be attributed to the structured Physical Education programme, which provided opportunities for emotional expression, self-regulation, teamwork, leadership, and social interaction. Thus, the findings clearly demonstrate that participation in Physical Education has a positive and significant effect on the Emotional Intelligence of school boys. This result supports the view that Physical Education contributes meaningfully to the emotional and psychological development of students and reinforces its importance in school education.

6. Discussion

The findings of the study revealed a statistically significant improvement in Emotional Intelligence scores of school boys after participation in the Physical Education program. The calculated 't' value exceeded the tabulated value, indicating that Physical Education had a positive effect on Emotional Intelligence. The improvement may be attributed to regular participation in sports, teamwork, emotional challenges, and social interactions experienced during Physical Education classes. These results support earlier research emphasizing the psychological and emotional benefits of physical activity among adolescents.

7. Conclusion

The present study concludes that Physical Education plays a significant and meaningful role in enhancing Emotional Intelligence among school boys. The findings clearly indicate that participation in a structured Physical Education programme leads to a measurable improvement in emotional competencies, including

emotional awareness, emotional regulation, empathy, motivation, and social skills. These components of Emotional Intelligence are essential for students' academic engagement, behavioral adjustment, interpersonal relationships, and psychological well-being.

Structured Physical Education programmes provide an experiential learning environment in which students encounter real-life emotional and social situations. Through participation in sports and physical activities, students learn to manage emotions such as stress, frustration, excitement, and disappointment in a constructive manner. Team games and group activities promote cooperation, communication, leadership, and mutual respect, thereby enhancing empathy and social interaction skills. Such experiences enable students to develop emotional control, resilience, and self-confidence, which are critical during adolescence.

The results of the study further emphasize that Physical Education is not merely a medium for physical fitness but also a powerful educational tool for emotional and social development. Regular engagement in Physical Education activities creates opportunities for positive emotional expression, stress reduction, and healthy socialization among school boys. These outcomes contribute significantly to holistic development and long-term mental well-being.

Therefore, it is strongly recommended that Physical Education be given adequate importance within school curricula. Educational planners, policymakers, and school administrators should recognize its role in nurturing emotionally balanced and socially competent individuals. Integrating well-structured Physical Education programmes into daily school routines can support the development of Emotional Intelligence and contribute to the overall growth and success of students.

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