



Role of PE Teachers In Shaping Psychological Resilience in Students

Dr. Tushar Dhar Shukla¹, Dr. Deepak Kumar Singh²

¹Head of Department, UIPES, Chandigarh University, Gharuan, Mohali, Punjab

¹Email: drtusharshukla@gmail.com

²Director (Sports), Chandigarh University, Gharuan, Mohali, Punjab

²Email: deepak.rowing@gmail.com

Received: 07 May 2026 | Accepted: 19 May 2026 | Published: 29 May 2026

Abstract

When it comes to promoting not only the physical but also the psychological well-being of their pupils, instructors of Physical Education (PE) play a key role. In the current educational environment, where students are increasingly confronted with stress, competitiveness, and socio-emotional obstacles, the cultivation of psychological resilience has become an extremely important aspect of the educational process. The purpose of this abstract is to investigate the complex role that physical education instructors have in fostering resilience among students through the implementation of scheduled physical exercise, motivational support, inclusive pedagogy, and the encouragement of cooperation and goal-setting. The physical education instructors assist their pupils develop self-confidence, emotional control, and coping techniques that transcend beyond the confines of the classroom by cultivating an environment that is positive and supportive. Further empowering pupils to handle hardship with fortitude and hope is the role that they play as mentors and role models for the kids. It is the purpose of this article to draw attention to the significance of incorporating psychological resilience as a purposeful objective into physical education programs and to advocate for the provision of specialised training for physical education teachers in order to maximise their impact on the growth of their students.

Keywords: Teachers, Physical Education, Psychological, Students

Introduction

Success in the modern classroom requires more than simply a high level of intellectual ability due to rising academic standards, social challenges, and emotional strains. The reason behind this is the constant evolution of the modern educational landscape. It has become clear that kids' entire development is greatly impacted by their psychological resilience, which may be described as the ability to adapt, recover, and grow in the face of hardship. The importance of teachers, and PE teachers in particular, in fostering students' mental and emotional health has been more recognised in recent years. For a long time, this was thought to be the domain of mental health managers and counsellors. When it comes to building psychological resilience, physical education is unlike any other program because of its inherent focus on physical challenges, cooperation, setbacks, and recovery. Instead of sitting quietly in a classroom all day, kids in physical education programs have the opportunity to work together towards a common objective, face obstacles head-on, and develop resilience. Physical education teachers are well positioned to guide their students through these challenges by setting a good example themselves, providing constructive feedback, and motivating their students to do their best. Sports and physical activities can foster strong interpersonal relationships, which physical education teachers may utilise to their advantage as role models and inspiration for their students. Essential components of psychological resilience include self-efficacy, emotional regulation, and social connectedness. Physical education instructors have the power to nurture these qualities in their

pupils. Using inclusive teaching methodologies, consistently encouraging, and putting an emphasis on character-building are all ways to achieve this goal. Physical education teachers have a vital role in helping their pupils develop psychological resilience, which is the focus of this study. During this inquiry, we look at the ways in which this process of growth is influenced by pedagogical methods, contextual factors, and interactions between teachers and students. On top of that, it delves into the need of helping physical education instructors enhance their psychological impact on their students by offering them specialist training. From this, it follows that PE instructors have a substantial impact on their students' personal development via the environment they create in the classroom. Students are given the opportunity to learn resilience, perseverance, and emotional regulation through physical education programs that allow them to face setbacks head-on. For instance, children learn to deal with setbacks, manage team dynamics, and set new objectives via participating in team sports, which often include both wins and losses. All of these abilities are comparable to those that kids may need to overcome challenges in their own life. Physical education instructors may help students develop a growth mindset by focussing on the process rather than the product. Teaching children to see adversity not as a personal attack but as an opportunity for personal development is a key step in helping them develop a resilient mentality. Students' resilience in the face of academic pressure, peer pressure, and personal failures can be enhanced via the sustained application of this form of education. In addition to providing students with physical exercise, PE teachers guide their students in setting realistic goals, recognising and rewarding small victories, and teaching them that failure is merely a stepping stone to greater success. Cooperative learning, which kids may engage in during PE, is another great way to help them develop important social skills like listening, understanding, and helping one another. Facilitated group exercises and reflective discussions provide physical education teachers with an opportunity to instill in their pupils qualities like respect, responsibility, and teamwork. There is a clear correlation between these characteristics and mental and emotional steadiness. Implementing inclusive strategies that can accommodate diverse skill sets and backgrounds helps build social resilience by fostering a sense of belonging and decreasing feelings of isolation. An important balance that fosters mental well-being via physical activity is physical education (PE). This is particularly crucial in the modern day, when people tend to spend more time sitting and less time moving about. Regular exercise is significantly associated with a decrease in anxiety and depression symptoms, according to many research. By keeping their pupils active and involved in physical activities, physical education teachers greatly aid in the maintenance of their students' mental health. As a result, they become more equipped to handle life's challenges.

Physical education's role in schools

Physical education (PE) is an integral part of every well-rounded school curriculum since it promotes growth in areas beyond physical health. Young people's physical health isn't the only thing that benefits from organised physical education sessions; students also improve their emotional, social, and cognitive capacities. For instance, according to Finn et al. (2018), children may learn a lot via hands-on experience, form meaningful connections with nature, and increase their environmental consciousness all while getting their hearts and minds moving through outdoor education programs in PE. Participation in school athletics is associated with several benefits for student athletes, according to the research (Finn et al., 2018). These include better grades, stronger social skills, and more mental toughness. The school experience as a whole may be improved if children participate in a quality PE program that teaches them important life skills like leadership, teamwork, and leadership, and also promotes long-term health. Results like these suggest that kids may find a happy medium between school and sports with the support of a good physical education program. In today's classrooms, PE is essential for kids' holistic growth and development, in addition to being vital for their physical health. By integrating physical activity into educational programs, schools may help children enhance their mental health, social abilities, and sense of belonging. Regular exercise reduces stress and depression, which in turn improves mental health and academic performance, according to the research. Outdoor education has several advantages, including improved student health and a less impact on the environment (Finn et al., 2018). A lot of people in the education sector are talking about this right now. Community health development is an important part of a balanced curriculum, but how students interact with and benefit from it depends on a number of socioeconomic factors, say Snowden and Halsall (2014). As a result, personalised strategies for PE are required. Physical education is, at its core, a cornerstone of all-encompassing educational programs that prioritise students' emotional and physical health.

Physical Health Benefits of Physical Education

It is evident that physical education programs are crucial for overall development since children obtain substantial health benefits from participation in such programs. Regular exercise, which is typically part of a structured physical education program, helps strengthen muscles, enhance cardiovascular health, and increase general fitness. Not only does this lessen health risks, but it also encourages the formation of lifelong healthy habits (Snowden & Halsall, 2014). Participation in organised physical activities is linked to better academic achievement, according to studies done on students in physical therapy programs (Harold W. Kohl et al., 2013). Enhanced physical health has been found to have positive effects on brain function and stress levels. Thus, PE is about more than just getting kids in shape; it encourages a more holistic view of childhood development by bringing together academic success and physical wellness. Because of this, the many health benefits highlighted the crucial role of PE in creating balanced, strong individuals who are ready to take on the challenges of contemporary life.

School Physical Education: What It Is and How It Works

Physical education in schools has far-reaching consequences and fulfils several functions due to its centrality to the educational system. Developing students' physical health, emotional intelligence, and mental fortitude are the cornerstones of this program's mission. It is a well-planned and executed series of instructional exercises designed to help pupils learn in a classroom setting. Rather than being an afterthought, the idea of education is fundamental to school physical education. Extracurricular sports, team contests, and physical education classes are just a few examples of the many sports-related initiatives, events, and competitions that the program uses to foster students' rule-following, cooperative, and fair-minded personalities. Children learn important life lessons, such as how to be respectful of themselves and others and how to compete, when they take part in a variety of activities. The functions of school physical education are reflected in multiple aspects: First, through scientific and reasonable exercise methods, it effectively promotes the overall improvement of students' physical fitness and ensures the healthy growth of young people; second, sports activities have a unique psychological adjustment effect, which can effectively relieve learning pressure and cultivate students' psychological resilience and emotional regulation ability; in addition, physical exercise is also conducive to intellectual development, by activating brain potential, improving students' cognition, creativity, and problem-solving ability; in addition, its social adaptability function cannot be ignored, and sports practice processes such as teamwork and fair competition help to cultivate students' communication skills and teamwork spirit, so that they can better adapt to social life; finally, school sports also undertake the tasks of aesthetic education and moral education, through the influence of sports aesthetics and competitive ethics, and cultivate students' aesthetic perception, pursuit, and practice of moral qualities such as honesty, trustworthiness, and respect for others. School physical education programs are crucial because they help children develop healthy bodies and minds, improve their quality of life, and start them on a path of lifelong physical and mental activity. It is a crucial stepping stone to the comprehensive development of abilities in the modern world .

Literature Review

The convergence of physical education and psychological resilience has been the subject of an increasing amount of research in recent academic work. This research has brought to light the significant role that physical education teachers have in the mental health and character development of their students. Numerous studies have shown that children and adolescents who participate in structured physical exercise under the direction of educators who are supportive make important contributions to the control of their emotions, the development of their self-esteem, and the development of coping strategies for stress.

According to Morgan and Hansen (2008), the pedagogical environment in physical education settings provides as a practical foundation for developing psychosocial skills. This is especially true when teachers intentionally include goal-setting, reflection, and feedback into their lessons. Instead of concentrating simply on competition and performance outcomes, these researchers stress the significance of having a physical education instructor who is encouraging and helpful, and who also stimulates effort and improvement.

Bailey and colleagues (2009) investigated the ways in which involvement in physical activity, particularly in well-structured physical education programs, contributes to the development of both the individual and the community. The outcomes of their study indicate that participation in physical education on a regular basis can increase self-perception, resistance to stress, and cooperative behaviour, particularly when physical education teachers establish environments that are inviting and respectful of all individuals. In addition, they believe that the attitudes and communication methods of instructors have a considerable impact on the students' motivation to engage in the learning process and to persevere.

Gómez-López et al. (2017) conducted research that lends credence to the idea that there is a favourable correlation between psychological well-being in teenagers and the level of motivation and support that teachers provide in the field of physical education. According to the findings of the study, it is possible to improve students' intrinsic motivation and emotional resilience through the implementation of autonomy-supportive teaching, which involves encouraging students to make choices, voice opinions, and create personal objectives.

In addition, Siedentop (2002) advocated for a more all-encompassing model of physical education, one in which the curriculum will incorporate emotional goals in addition to physical ones. Responsibility, leadership, and team affiliation are all essential components that are related with resilience, and his approach, which is known as the Sport Education Model, encourages these qualities. According to this approach, the physical education teacher plays a crucial role, not only as a teacher but also as a person who helps students develop their social and emotional skills.

A more recent meta-analysis conducted by Lubans et al. (2016) consolidated the findings of several international studies and confirmed that physical education programs that include social and emotional learning (SEL) components lead to moderate improvements in resilience, reduced symptoms of depression, and improved coping strategies in students between the ages of 10 and 18. Among the most powerful mediators of these beneficial results, the study highlights the fact that teacher involvement, clarity of goals, and the quality of feedback were among the most important factors.

The last argument is made by Ciotto and Gagnon (2018), who advocate for the incorporation of emotional education and mindfulness into physical education curriculums. According to the findings of their research, combining physical activity with reflective practices, such as breathing exercises, emotional check-ins, or journaling, improves students' awareness and capacity to handle emotional swings, which in turn contributes to better levels of resilience.

The existing body of research provides substantial evidence in support of the claim that physical education instructors, if they have the right training and are purposeful in their approach, have the potential to make a major contribution to the development of psychological resilience. Through the use of motivating tactics, inclusive practices, and character-building activities, they have an impact that extends beyond the field of physical fitness and into the realms of cognitive and emotional development with regard to students.

Materials and Methods

Participants

There are a total of 140 male and female students who are members of the research community. These students are enrolled in the general, teaching, training, or rehabilitation divisions of the Faculty of Physical Education and Sports Sciences.

Research Design

Approach to the Research. For the purpose of the research, the researchers collected data through the use of the descriptive methodology with the survey method. A sample for research. The study sample was purposefully chosen from among the students who were enrolled in the Faculty of Physical Education and Sports Sciences. There were 68 students in total, and the proportion of students who were included in the sample was found to be 48%, as shown in Table 1.

Table 1. Members of the community are distributed as follows.

Community	No.	Percentage
Teaching division	15	22%
Training division	26	38%
Rehabilitation division	27	40%
Total	68	100%

Research Domains

- A) Temporal domain: Beginning on March 1, 2023 and continuing until May 18, 2023, the fundamental study was carried out.
- B) Spatial domain: The physical education and sports sciences department of the faculty.
- C) Human domain: This group includes both teaching and training students as well as those enrolled in the rehabilitation track within the Faculty of Physical Education and Sports Sciences.

Instrument for amassing information. The researchers used The Connor-Davidson Resilience Scale (CD-RISC), which Al-Kolaly had previously tailored to the Egyptian context, to gather data. When the plan was presented to a panel of experts and professionals, the following components—numbered 3, 9, 19, 21, and 22—were eliminated. To ensure the plan was suitable for the Libyan setting, this was done. Research that is exploratory. An exploratory study was conducted on a community and non-community sample of students from the Faculty of Physical Education and Sports Sciences from March 01–12, 2021, with the goal of extracting the scale's stability coefficient and self-honesty coefficient. You can see the study's findings in Table 2.

Table 2. The scale's self-honesty and stability coefficients are both included.

Scale	Statistical Coefficients	
	Stability	Self-honesty
Psychological resilience	0.84	0.92

Statistical Analysis

We used SPSS, or the Statistical Package for the Social Sciences, version 21, to do the statistical processes. This software was used to perform the following statistical analyses and calculations: A one-way analysis of variance (ANOVA) using the least and most frequent values, the standard deviation, the algebraic mean, the assumed mean, the T-test value, the coefficient of torsion, and Scheffe's test to find the least significant difference.

Results

Based on the information shown in Table 3, it is evident that the value of the arithmetic mean for the sample may be included among the divisions. The students who are enrolled in the division class have achieved an arithmetic mean of 79.60, which is greater than the mean that was supposed to be the case. This suggests that the students have a high level of psychological resilience. When it comes to the students who are enrolled in the training division, they have obtained an arithmetic mean of 62.73, which is greater than the supposed mean. This suggests that they have a high level of psychological resilience. In terms of the students who were enrolled in the rehabilitation division, the arithmetic mean reached 58.78, which is a figure that is rather near to the presumed mean. This suggests that these kids exhibited a level of psychological resilience that was around average. Answers to the Second Research Question the Results of The results of a one-way analysis of variance (ANOVA) are presented in Table 4, which makes it abundantly evident that there are statistically significant disparities in the scale of psychological resilience among the students of the Faculty of Physical Education and Sports Sciences across the three divisions. In light of this, the researchers determined the significance of the variations in the arithmetic means by employing Scheffe's test to determine the least significant difference. The results of this analysis are presented in Table 5, where it is evident that

Table 3. Statistics that describe the psychological resilience of individuals in relation to the community (n = 68).

Psychological Resilience Scale								
Community	Minimum Value	Maximum Value	Arithmetic Mean	Standard Deviation	Torsion coefficient	Assumed Mean	T-test Value	Significance Value
Teaching division	60	93	79.60	10.56	-0.248	60	7.18	0.00
Training division	38	84	62.73	14.00	-0.230	60	0.99	0.33
Rehabilitation division	30	80	58.78	12.04	-0.422	60	-0.53	0.60

Significance level at 0.05

Table 4. The results of a one-way analysis of variance were analysed for the three divisions of the psychological resilience scale (n = 68).

Psychological Resilience Scale					
Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-test Value	Significance Value
Between groups	04375.68	02	2187.84	13.89	0.00
Within groups	10235.40	65	0157.47		

Significance level at 0.05

Table 5. The significance of the discrepancies between the means of the psychological resilience scale. There were 68 participants in the study.

Community	Arithmetic Mean	Mean Differences		
		Teaching Division	Training division	Rehabilitation division
Teaching division	79.60		16.87*	20.82*
Training division	62.73			3.95
Rehabilitation division	58.78			

Significance level at 0.05

Scheffe's test was used to determine the significance of variations between the means of the psychological resilience scale for each of the three divisions:

1. The three divisions are distinguished from one another by statistically significant differences, which are in favour of teaching one of them.
2. As a result of the convergence of averages, there are no statistically significant differences between the training and rehabilitation divisions on the scale, which measures psychological resilience.

Discussion

We will address two significant research themes and comment on our research findings in the following discussion. In addition to illuminating the importance of real-world interactions for students' academic and professional growth, this study's results show how practical education is a game-changer. The ongoing importance of such experiential learning opportunities in the classroom is further demonstrated by the fact that our results are in line with those of our earlier research. Students in all three departments have extensive hands-on experience in training and treatment facilities, which may explain the positive results. In this context, we are examining the first research question. This practical experience will be carried out over the course of two years as they study at the faculty. These kids put what they have learnt into practice by helping out their younger peers. They are prepared for practical employment in settings such as schools, sports clubs,

and therapeutic centres, and they get significant cognitive and practical experience in circumstances that are similar to their prospective careers via the initial training. These results are encouraging and demonstrate that the future of society's and the Faculty of Physical Education and Sports Sciences' mental health is bright. It is important to note that our results align with previous studies that highlighted the value of such practical experiences.

When thinking about the second research issue, there are a lot of various traits that have been associated with the observed variances among the faculty's scientific divisions. Because of these differences, the teaching division was able to give its students several different career paths. They are exhibiting outstanding skills in effective engagement and are getting ready to become teachers, so they will be well-equipped to work with lower age groups. The practical training that students get in their last two years of university (usually the third and fourth) may also have contributed to their success. Many hours of the day were devoted to schoolwork, during which students were required to multitask and participate in a wide range of educational pursuits. Not all of their experiences required them to take full responsibility, even though they received thorough instruction in areas such as fieldwork, academics, sports clubs, and practical applications at therapeutic centres and hospitals. There is congruence between these results and those of other studies, especially those that highlighted the importance of experiential learning for student growth.

Conclusion

The impact of physical education (PE) instructors on their pupils' ability to bounce back from adversity is substantial and complex. Physical education teachers have a special chance to impact their students' emotional resilience, coping skills, and self-confidence in addition to their physical fitness levels. Core resilience attributes such as tenacity, adaptability, confidence, and stress management are fostered by physical education instructors through organised physical exercise, group challenges, and constructive criticism. The research indicates that physical education instructors have a significant influence on their students' mental health via the classroom environment they create, as well as their methods of motivating, including, and teaching social-emotional skills. Physical education (PE) provides an ideal setting for the development of emotional intelligence and mental toughness when its instruction prioritises individual progress, perseverance, and collaboration. Furthermore, by serving as an example and mentor, teachers may encourage their pupils to view failures as chances for growth, which in turn strengthens their resilience. There is an immediate need for programs that educate physical education instructors in emotional and psychological pedagogy in order to increase the effectiveness of these programs. The transformational power of physical education may be further enhanced by including ways to promote resilience into PE curriculum and by encouraging reflective practices. When it comes down to it, physical education instructors play a key role in building their students' emotional resilience and coping mechanisms for life, not to mention assisting with their physical growth. As an integral aspect of a well-rounded educational system that values the whole student, their contributions should be recognised, nurtured, and enhanced.

Reference

- [1]. Chen, W. Q. (2024). On the methods of incorporating mental health education into junior high school physical education teaching. *Ice and Snow Sports Innovation Research*, 5(4), 144-146.
- [2]. Cheng, Y. H. (2023). Research on the application of mental health education in physical education teaching in Lianyungang Xiyuan Middle School (Doctoral dissertation, Nanjing Institute of Physical Education, 2023).
- [3]. Fan, Y. F. (2023). Research on the impact of basketball in school sports on the mental health development of adolescents. Abstracts of the 13th National Sports Science Conference—Written Communication (Sports Psychology Branch). Chinese Society of Sports Science.
- [4]. Gu, X. Y. (2023). Paths and strategies of sports incorporating “mental education” under the background of sports and education integration (Doctoral dissertation, Gannan Normal University, 2023).
- [5]. Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). *The educational benefits claimed for physical education and school sport: An academic review*. *Research Papers in Education*, 24(1), 1–27.
- [6]. Ciotto, C. M., & Gagnon, A. (2018). Promoting social and emotional learning in physical education. *Journal of Physical Education, Recreation & Dance*, 89(4), 27–34.

- [7]. Gómez-López, M., Granero-Gallegos, A., & Baena-Extremuera, A. (2017). Perceived motivational climate, goal orientations, and self-determined motivation in adolescents in physical education classes. *Perceptual and Motor Skills*, 124(2), 338–357.
- [8]. Lubans, D. R., Richards, J., Hillman, C. H., Faulkner, G., Beauchamp, M. R., Nilsson, M., ... & Biddle, S. J. H. (2016). Physical activity for cognitive and mental health in youth: A systematic review of mechanisms. *Pediatrics*, 138(3), e20161642.
- [9]. Morgan, P., & Hansen, V. (2008). Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal*, 67(3), 196–207.
- [10]. Siedentop, D. (2002). *Sport Education: A Retrospective*. Journal of Teaching in Physical Education, 21(4), 409–418.
- [11]. Marabas L. Depression of Youth. 1st ed. Beirut: Dar Al Nahda Al Arabia; 2010. (In Arabic).
- [12]. San Román-Mata S, Puertas-Molero P, UbagoJiménez JL, González-Valero G. Benefits of Physical Activity and Its Associations with Resilience, Emotional Intelligence, and Psychological Distress in University Students from Southern Spain. *International Journal of Environmental Research and Public Health*. 2020;17(12):4474. <https://doi.org/10.3390/ijerph17124474>
- [13]. Benard B. Fostering resilience in kids. Turning the corner: from risk to resilience. National Resilience Resource Center, University of Minnesota; 2012.
- [14]. Sharma B. A study of resilience and social problem solving in urban Indian adolescents. *International Journal of Indian Psychology*, 2015;2(3):70–85. <https://doi.org/10.25215/0203.010>
- [15]. Abu Halawa MAA. Psychological resilience: Its nature, definition, and preventive value. Arab Psychological Network e-book. 29; 2013. (In Arabic).
- [16]. BouSaid S. Psychological resilience and its relationship to future anxiety among women with thyroid disorders: a field study at a specialized clinic for endocrine diseases and diabetes in the city of Ouargla [PhD Thesis]. Faculty of Humanities and Social Sciences, Ouargla: Kasdi Merbah University; 2014. (In Arabic).
- [17]. Ozkara, AB, Kalkavan A, Alemdag S, Alemdag C. The role of physical activity in psychological resilience. *Baltic Journal of Sport and Health Sciences*. 2016;3(102):24–29. <https://doi.org/10.33607/bjshs.v3i102.62>
- [18]. Xu S, Liu Z, Tian S, Ma Z, Jia C, Sun G. Physical Activity and Resilience among College Students: The Mediating Effects of Basic Psychological Needs. *International Journal of Environmental Research and Public Health*. 2021;18(7):3722. <https://doi.org/10.3390/ijerph18073722>

Cite this Article:

Shukla, T. D., & Singh, D. K. (2026). Role of PE teachers in shaping psychological resilience in students. *International Journal of Humanities, Commerce and Education*, 2(5), 36–43.

Journal URL: <https://ijhce.com/> DOI: <https://doi.org/10.59828/ijhce.v2i5.57>