

# The influence of physical activity on the emotional and moral qualities of students

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## Abstract

Sport is not only physical activity, but also an opportunity for self-development. Physical education strengthens personal qualities and helps to overcome difficulties. Also, sport forms such important qualities as honesty and respect not only for oneself, but also for the opponent. Physical education and sport not only help students to be healthy, but also form our personality, attitude to life, the importance of balance between mental and physical development. Sport develops determination and self-control, which affect many aspects of life. The purpose of the study was to determine the impact of physical activity on the emotional and moral qualities of students. The group of respondents consisted of 100 students of 1-3 courses of PGUPS. Regular exercise helps develop fairness, integrity, and respect for others. In addition, sports help develop discipline and self-discipline, which is important for success in both academic and professional life. Active participation of students in sports events helps them respect rules, be tolerant, and recognize diversity. Sports also strengthen moral fortitude and a sense of responsibility, which is important for a mature personality. Sports can also develop leadership skills and the ability to work in a team. It teaches decision-making and being honest and open to both oneself and others. To summarize, physical education and sports have a complex effect on the development of students' moral and ethical qualities, which ultimately contributes to their personal growth and the formation of social skills.

**Keywords:** *physical activity, emotional and moral qualities, regular training, student survey.*

**Introduction.** Sports are not only a form of physical activity but also an opportunity for self-development. Physical culture strengthens personal qualities and helps overcome challenges. It also cultivates essential values such as honesty and respect not only for oneself but also for opponents. Physical culture and sports not only help students stay healthy but also shape their personality, attitude toward life, and understanding of the importance of balancing mental and physical development. Sports develop determination and self-control, influencing various aspects of life [1].

The aim of the study is to determine the influence of physical culture and sports on the formation of moral and ethical qualities in students.

**Methods and Organization of the Study.** The study involved 100 students (56 males and 34 females) from the 2nd to 4th years of DSTU. During the survey, which was divided into three sections, the following objectives were addressed:

1. To identify students' attitudes toward physical culture and sports.
2. To determine the impact of physical activity on students' emotional health.
3. To assess the influence of physical activity on students' emotional and moral qualities.

**Results of the Study.** Regarding the first objective, survey data revealed that 68% of students engage in sports. The time allocated for physical culture and sports is shown in Figure 1.

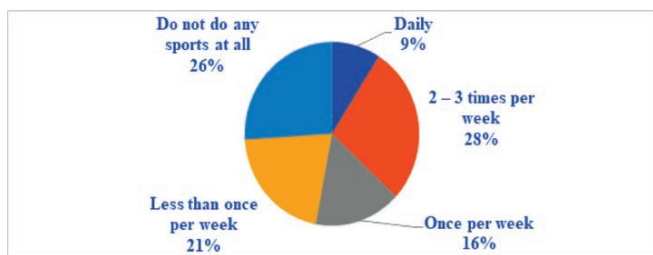


Figure 1 - Time Allocated for Sports

When asked, "What is most important to you in sports?" responses were as follows (Figure 2): victory - 27%; participation - 17%; health - 35%; socialization - 21%.

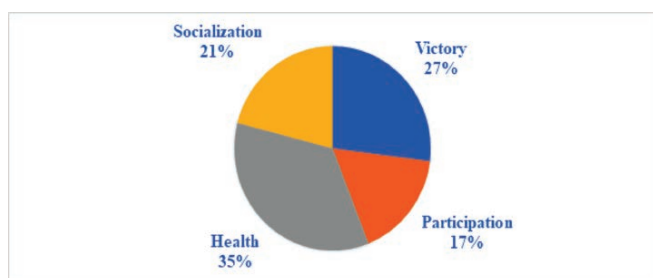


Figure 2 – Key Factors in Sports Participation

Furthermore, the question about changes in attitudes toward sports over time is shown in Figure 3.

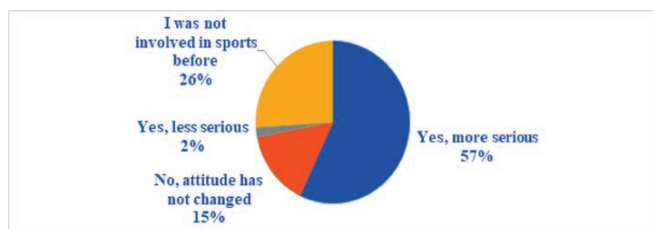


Figure 3 – Attitudes Toward Sports Over Time

Responses to the question "What are your goals in engaging in physical culture?" were as follows: improving physical fitness - 35%; achieving sports results - 25%; entertainment and relaxation - 18%; social interaction - 22%.

The second section aimed to identify whether students see a connection between physical activity and their emotional state.

The question "Do you think regular sports improve your mood?" gave the following results (Fig. 4): yes, it improves - 66%; no, it does not affect - 9%, it worsens - 0%, I find it difficult to answer - 25%.

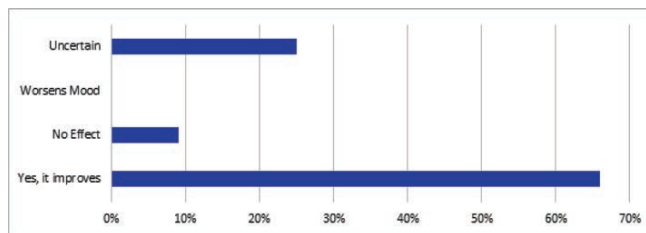


Fig. 4 - The impact of sports on mood.

Then the question was about whether students think that physical activity helps them cope better with their academic workload, the answers were as follows: helps - 23%; does not help - 17%; sometimes helps - 13%; did not notice a connection - 47%.

Then there was the question "Does sports affect your sleep?" the result was as follows (Fig. 5): sleep better - 44%; no change - 18%; sleep worse - 2%; not sure - 26%.

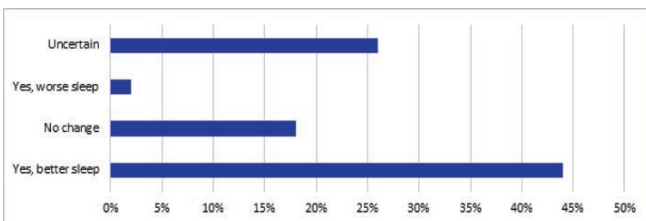


Fig. 5 – The impact of sports on sleep.

The question of whether students believe that sports help them cope with stress gave the following results (Fig. 6): yes - 63%; no - 15%; sometimes - 22%.

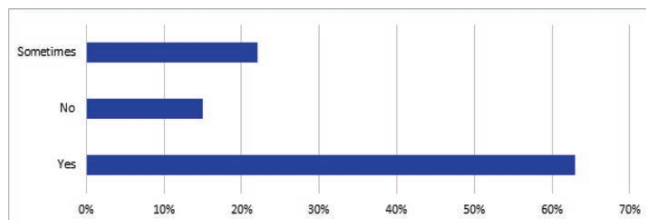


Fig. 6 – Does sport help to fight stress.

The final question in this block was "Does participation in sport events help you feel like part of a team?" and the results were as follows: yes - 72%; no - 17%; difficult to answer - 11%.

Moving on to the third block of questions, we will pay attention to the moral and ethical aspects of physical education and sport. In this part, we will try to understand how regular sports and participation in sport events contribute to the formation of character, strengthening of will and development of such qualities as honesty, fairness and respect for opponents among students, whether they pay attention to this and, in their opinion, whether physical education and sport have an impact on the formation

of these qualities. We will explore whether sport can become a platform for personality development and what moral lessons students can learn from sporting achievements and failures.

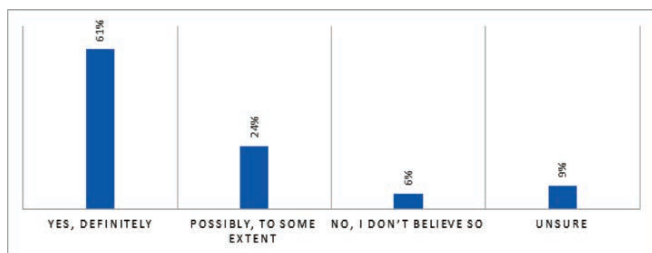


Fig. 7 – Does sport develop a sense of fairness.

The question “Do you think that sport develops a sense of fairness?” showed the following results (Fig. 7): yes, definitely – 61%; perhaps, to some extent – 24%; no, I don’t think so – 6%; I find it difficult to answer – 9%.

The respondents were then asked whether participation in sport influences their attitude towards integrity, the answers were: yes, I become more honest – 49%; no influence – 11%; I become less tolerant of dishonesty – 17%; did not notice any change – 23%.

To the question “Do regular sports activities influence your sense of responsibility?” the responses were increases responsibility – 78%; doesn’t affect – 21%; decreases responsibility – 1%.

The question “Does sports activity help in decision-making?” yielded the following results: yes – 63%; no – 14%; sometimes – 23%.

When asked whether sports help them be more honest with themselves and others, students responded: yes – 66%; no – 12%; sometimes – 22%.

The question “Does sports improve your self-control?” yielded the following results: improves self-control – 71%; no effect – 18%; worsens self-control – 1%.

Regarding the development of leadership skills, responses were: yes – 47%; no – 20%; sometimes – 33%.

To the question “Do you believe sports foster a respect for laws and rules?” the responses were: yes – 76%; no – 3%; sometimes – 21%.

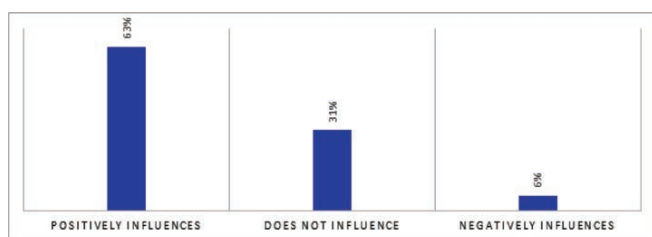


Figure 8 – Influence of Sports on Respect for Rules and Discipline

When asked whether sports activities affect their overall moral resilience, the responses were: yes – 74%; no effect – 24%; weakens moral resilience – 2%.

The question “Does sports activity affect your self-discipline?” received the following responses: yes, it improves – 39%; no effect – 15%; yes, but only on training days – 34%; unsure – 12%.

The final question in this section, “Does participation in sports influence your sense of fairness?” yielded the following results: strengthens the sense of fairness – 67%; no effect – 25%; unsure – 8%.

**Conclusions.** From the first section of questions, it can be concluded that most students engage in sports, reflecting a high level of involvement in physical activity. However, only a small proportion (9%) engage in sports daily, while most prefer to exercise 2-3 times a week (28%) or less frequently. Health is the top priority (35%), but a significant number also value victory (27%) and socialization (21%). More than half (57%) have developed a more serious attitude toward sports over time, reflecting an increased understanding of its role in life.

From the second and third sections, it can be concluded that the majority of participants (72%) feel part of a team during sports events, highlighting the importance of sports for social integration and team spirit development. These survey results highlight the importance of physical activity not only for physical but also for emotional health.

Regular exercise promotes fairness, decency, and respect for others. In addition, sports help develop discipline and self-discipline, which is important for success in both academic and professional life. Active participation of students in sports events helps them respect rules, be tolerant, and recognize diversity. Sports also strengthen moral fortitude and a sense of responsibility, which is important for a mature personality. Sports can also develop leadership skills and the ability to work in a team. It teaches decision-making, honesty, and openness both to oneself and to others. To summarize, physical education and sports have a complex impact on the development of students’ moral and ethical qualities, which ultimately contributes to their personal growth and the formation of social skills.

**References**

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