

Impact Of Sports On Psychological Well-Being Of University Athletes And Non-Athletes In Punjab

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ABSTRACT

This study was designed to evaluate “Impact of Sports on Psychological well-being of university athletes and non-athletes in Punjab”. The methodology and materials utilized in quantitative study conducted to understand the psychological well-being of athletes and non-athletes in public universities of Punjab, Pakistan. The study employed a descriptive, cross-sectional approach, utilizing the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and Likert-type questionnaires for data collection. Sampling involved 10% of the population 600 university athletes and 600 non-athletes total 1200 participants. Selected via simple random sampling technique. Data was analyzed using SPSS, (version 27) employing descriptive statistics (frequency, ¹percentage, Multiple Bar Chart) and inferential statistics Cronbach’s Alpha, Mann-Whitney U Test. Results indicate varying degrees of optimism, relaxation, energy levels, clarity of thought, interpersonal closeness, confidence, interest in others, and self-perception among respondents. Mann-Whitney U Test tests revealed significant associations between variables, highlighting the importance of psychological well-being interventions among university athletes in Punjab, Pakistan. Results shows significant of sports on psychological well-being of university athletes in Punjab.

Keywords: *impact of sports, psychological well-being, university athletes.*

INTRODUCTION

1.1 Background of the Study

A healthy community is developed in large part through games and sports. Participating in sports on a daily basis helps someone build stronger muscles, improved coordination, and a

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healthy body. In addition, keeping a healthy weight, avoiding chronic illnesses, and developing the skills required to lead a healthy lifestyle are also considered physical benefits. Student athletes benefit psychologically from sports.

Sport refers to physical activities or games that involve skill, competition, and organized participation. It is a broad term that encompasses various athletic disciplines and recreational activities. Sports can be categorized into individual sports (such as tennis or swimming) or team sports (such as soccer or basketball). They often involve physical exertion, strategy, and adherence to rules or regulation.

Participating in sports can improve one's physical and mental health, foster collaboration and social interaction, foster self-discipline, and instill a sense of sportsmanship. Both leisure and professional sports provide a forum for people to showcase their skills and compete against one another.

Sport is therefore seen as a national and international aim for a healthy population, and it is helpful to look into how sport relates to other elements of life since research has shown that those who participate in sports more regularly feel happier and healthier as well. Additionally, it was discovered that participating in sports contributed positively to psychological well-being (Wendtlandt, 2021).

Participating in sports has a big impact on how a person develops their mental, and physical characteristics. Researchers have highlighted people's active involvement in sports and made the case that these activities have several positive health effects. (Shidong, 2021)

Sport experiences have the potential to be positive or negative, depending on a variety of conditions. Sport is not intrinsically "good" or "bad." Increased physical exercise, a favorable body image, improved self-esteem, mental health, academic success, and the development of life skills are some of the alleged advantages of student-athlete sports. (Larson, 2019)

Sports provide opportunities for individuals to admire and learn from accomplished athletes who serve as positive role models. These role models can inspire and influence individuals' behavior, promoting values such as discipline, perseverance, and sportsmanship. Such influences can extend beyond sports and positively impact psychological interactions and personal development.

There are primarily two approaches to well-being. Psychological well-being, on the one hand, is a multifaceted concept that gauges aspects of life including acceptance of oneself, good relationships with others, autonomy, mastery of the environment, life purpose, and personal development. (Wendtlandt, 2021).

Psychological wellbeing (PWB) and other terminology that describe good mental states, such happiness or satisfaction, are quite similar at their most fundamental levels. It is neither essential or beneficial to worry about fine distinctions between these concepts in many cases. You can be quite certain that I have a really high level of psychological wellbeing if I say that I'm pleased or extremely satisfied with my life.

1.2 Significance-of the Research

Despite the benefits of sports on psychological well-being of university students-athletes their remain gap in interpretation of the specific impact of sports on university students-athletes particularly in Punjab Pakistan. While multiple studies have explored the impact of sports on psychological well-being of university students-athletes in various context there is limited research on this population in Punjab Pakistan. The chosen area of study might help to find out the impact of sports on psychological well-being of university athletes. This research will try to dig the issue and provide solid and valuable suggestion to contribute to university athletes in Punjab Pakistan.

1.3 Justification of the Research

The research topic focusing on the impact of sports on the psychological well-being of university athletes is of significant importance for several reasons. This justification highlights the relevance and potential contributions of studying this topic. By investigating the impact of sports on the psychological well-being of university athletes, this research topic can inform policies, practices, and support systems that enhance the holistic development and well-being of student-athletes. It recognizes the unique challenges and opportunities that sports provide and aims to create a positive and supportive environment for athletes to thrive.

Thorough analyses of the research on exercise psychology, which taken as a whole provide cautious but encouraging evidence for sports' potential to promote mental health. This optimism stems from an increasing number of controlled studies that show sports have good effects, usually in clinical groups. Simultaneously, care is taken in interpreting results using reductionist reasoning as well as in determining the direction of causality. "Theorizing those explanations for psychological outcomes will ultimately be reduced to some physiological system (e.g., cardiac-related cortical activity) or neurochemical activity is misguided," according to (Scully, 1998) (p 1053). Rather, Rejewski and colleagues argue that just as it is possible to establish physiological changes in the absence of any observed psychological benefits, claimed psychological gains may emerge in the absence of clearly demonstrable changes in physiological parameters. (McAuley, 2003) has examined the relationship between sports and both positive and bad psychological health in a comprehensive review of the research.

1.4 Statement of the Research problem

The central issue under examination in this study is the "Impacts of Sports on Psychological Well-Being of University Athletes," with a specific focus on a case study conducted in Punjab, Pakistan. This topic arises from the increasing significance of sports participation in the lives of university students and the potential influence it exerts on their overall well-being.

In recent years, the importance of sports in university life has grown significantly in Punjab, Pakistan. The proliferation of sports programs, facilities, and extracurricular activities has made sports participation more accessible and appealing to university students.

The researcher decided to conduct the study under the title "Impacts of Sports on Psychological Well-Being of university athlete. Psychological well-being would be analyzed under this topic. Sports are compulsory for any university that is offering physical education. The close investigation was making effort in light of the aforementioned reason. The researcher intended to know the influencing variables like sports, psychological well-being in public sector universities in Punjab, Pakistan.

1.5 Objectives of the Research study

Following were the objectives of the study

1. To examine the psychological well-being of university athletes in Punjab Pakistan.
2. To compare the impact of sports on psychological well-being between university athletes and non-athletes in Punjab Pakistan.

1.6 Hypothesis of the study

Following were the hypothesis of the study

H₁ There is a significant impact of sports on university athletes' psychological well-being in Punjab Pakistan.

H₂ There is significant difference of sports impact on psychological well-being between university athletes and non-athletes in Punjab Pakistan.

1.7 Limitation of the study

Following are the limitations of the study

- The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)
- Likert scale questionnaire was used for data collection.
- Results are generalized on the university students in Punjab only.
- Only male athletes of public sector Universities were the participants.
- Only BS students were taken for study.

1.8 Delimitations of the study

Following are the delimitations of the study

- The study is delimited to university athletes in Punjab only.
- The study is delimited to dependent variables, namely, psychological well-being.

LITERATURE REVIEW

2.1 Overview

This chapter covers studies conducted globally on the topic of interpersonal skills and psychological wellness in relation to athletes and non-athletes from various regions of the world. The definition and sports-related terms of psychological wellbeing, purpose in life, positive relationships, environmental mastery, self-acceptance, personal growth, and autonomy are also included in the literature review. Interpersonal skills, active listening, collaboration, helping others, empathy, consoling, encouraging, counseling, creative thinking, and caring are also covered.

2.2 Concept of sports

Sport is also a spontaneous activity that is characterized as a subset of activities performed by individuals or teams with a predetermined objective. (Malm, 2019.) Sports and mental sports are now included in definitions of sports, which previously only included traditional physical activities. Due to its high skill requirements, professionalization, and organization, competitive gaming has been recognized as a sport. Scholars contend that sports are an essential component of contemporary sports discourse since they have many traits with conventional sports, including audience participation, skill development, and competitiveness. (Funk, 2018)

2.3 Overview of Athlete

Most generally, an athlete is a person who participates in one or more sports requiring strength, power, speed, or endurance. Occasionally, the term "athlete" is used to refer exclusively to participants in sports related to athletics; this includes marathon and track runners but excludes swimmers, football players, and basketball players, for example. But in other contexts, mostly in the US, it refers to all athletes (physical culture) involved in any kind of sport. The term "sports person" or the gendered terms "sportsman" or "sportswoman" are also used in the latter description. There is a third term that is also occasionally employed, which refers to everyone who maintains physical fitness whether or whether they participate in sports. (Wikipedia, n.d.)

2.4 Concept of psychological wellbeing

PWB and other terminology that refer to good mental state, such as happiness or satisfaction, are nearly synonymous at their core. In many scenarios, it is not necessary to agonize slivers of difference between these ideas. Indeed, it gives you a very high level of certainty that you're actually quite psychologically sound when you can state that you're pleased or extremely satisfied with your life. PWB according to Trainor, 2020, is the ability to live life to the fullest

and make the most out of it. This definition captures global PWB because gross self-assessment is a global assessment of an individual's life that is not predicated on any context(s).

In studies of happiness and well-being, eudaimonia a term that is paradoxically hard to spell, say, and understand is the current buzzword. When I first came across eudaimonia almost twenty years ago, I used the phrase to question popular notions of subjective well-being that were centered on evaluations of how happy, content, and satisfied one felt with life. Using the work of I claimed that a mistranslation of ancient writings, notably Aristotle's *Nicomachean Ethics*, written in 350 B.C., served as the foundation for Bradburn's groundbreaking research on *The Structure of Psychological Well-Being*. Aristotle claimed in these essays that "eudaimonia" was the highest benefit that could be attained by human action. Bradburn translated the phrase to signify happiness, as did other 19th-century utilitarian philosophers. As previously said, accompanying empirical surveys gauged how happy, content, or satisfied individuals are with their life. The issue with this formulation, however, was that it implied a hedonic-eudaimonia equivalency, which ran directly against to Aristotle's differentiation between the gratification of good and evil wants. The fact that the core of eudaimonia—the notion of pursuing greatness based on one's individual potential—was omitted was even more concerning. This insight served as the foundation for my attempts to formulate an understanding of psychological well-being (PWB) that was specifically focused on the growth and self-realization of the individual. (Ryff, 2008)

2.5 Sports Participation and Psychological Well-Being

It is well recognized that sports enhance mental and cognitive abilities (Erickson, 2019). According to (Trajković, 2023) conducted thorough scient metric analysis to evaluate this research and identified seven major trends in physical activity research: cardiovascular disease, somatic disorders, cognitive decline/dementia, mental illness, sports performance, health, and eating disorders. The effects of regular sports participation on overall health are well documented in the literature. A physically active lifestyle is known to have preventive benefits, and a number of initiatives are aimed at getting and keeping people active in order to improve their physical and emotional well-being and quality of life through sports.

2.6 Psychological Resilience in Athletes

According to (McManama O'Brien, 2015)), psychological resilience is "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress." A multidisciplinary panel of experts reviewing the concept recently defined psychological resilience as "an effective adaptation to, or a navigation (or management) of, significant sources of traumatic stress or adversity and the capacity to absorb disturbance to harness resources effectively." More broadly, resilience has been defined by researchers as a person's ability to "bounce back" from misfortune and their "stress coping ability." In addition to resilience, other concepts taken into account in sports research are "well-being" and "thriving" in the face of daily stressors and inconveniences. The development of the interrelated basic abilities of positive adaptation to diversity and stress management is necessary for young female athletes to be resilient. To summarize, the process of building psychological resilience in sports is dynamic and necessitates constructively adjusting to stress.

METHODS AND MATERIALS

3.1 Research Design

This study employed a quantitative research method to investigate the impact of sports on the psychological well-being of university athletes. The quantitative approach focuses on collecting and analyzing numerical data to understand patterns, relationships, and trends. By using a structured data collection method, such as a questionnaire, this study aims to measure the variables of interest (e.g., psychological well-being) in a systematic way. This method is well-suited to identifying correlations and testing hypotheses related to the research topic.

3.2 Population

The population of the study consisted of 25 public universities located in Punjab. Punjab is administratively divided into ten regions, and from each region, one university was selected using a simple random sampling technique. The athlete population was comprised of players participating in five major sports, namely cricket, football, hockey, volleyball, and badminton, as well as participants in the shot-put event from track and field. For the non-athlete population, students enrolled in BS programs were selected. The overall population source for this study was the universities within the Punjab region. The population of athletes of public sector universities was 6000. Equal population was chosen from enrolled in various BS programs. Total population of the study was 12000. According to Khan (2014) and Gay (1987), the researcher selected a sample of 600 athletes, representing 10% of a total population of 6,000, using the simple random sampling technique. An equal sample size of 600 non-athletes was also selected, resulting in a total sample size of 1,200 participants. The population for the study consisted of public universities in Punjab, where the athlete population exceeds 12,000 students.

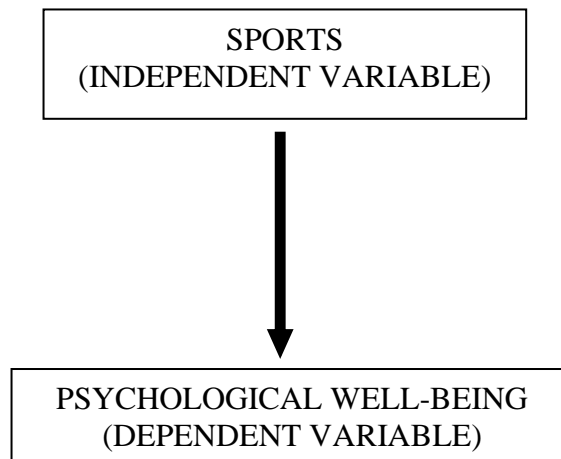
3.4 Research Instrumentation

Likert-type questionnaires were employed as the primary instruments for data collection. The first questionnaire utilized a five-point Likert scale, while the second employed a seven-point Likert scale. Specifically, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) developed by (Tennant, 2007) was used to assess psychological well-being. The instruments have been established for their validity and reliability in previous research and were deemed appropriate for this study's data collection.

3.5 Data Collection Procedure

The questionnaire was distributed by the researcher to athlete and non-athlete and collected it back. The collected data through the questionnaire was put into SPSS (Version-27) for further analysis.

Variable Model



3.6 Statistical Analysis

Collected data through the questionnaire was put into the SPSS (Version-22) for further statistical process. Descriptive statistics is applied like frequency, percentage and graphical presentation is supported by multiple bar chart. For the purpose of inferential Statistics Cronbach's Alpha and Mann-Whitney U Test is applied.

3.7 Frequency

Frequency refers to the count or the number of times a particular value, category, or event occurs within a given dataset or sample. It is a basic descriptive statistic that helps summarize and represent the distribution of data. By tabulating the frequency of different values or categories, statisticians can construct frequency distributions, histograms, or other visual representations that provide insight into the patterns, concentration, and variability of the data. The concept of frequency is integral to the analysis of data, allowing researchers to identify common occurrences and outliers, and facilitating a better understanding of the data's characteristics and underlying trends.

3.8 Percentage

Percentage is a numerical representation of a portion or fraction of a whole, expressed as a proportion of 100. It is used to convey the relative size or contribution of a specific value or category in relation to the total or the entire dataset. Percentages are commonly used to describe the distribution, composition, or comparison of data, making it easier to interpret and communicate information in a standardized and easily understandable manner. They are calculated by taking a specific value or count and dividing it by the total, then multiplying the result by 100 to express the proportion as a percentage. Percentages are frequently employed in statistical analysis to illustrate the significance or prevalence of certain elements within a dataset, enabling researchers and analysts to draw meaningful conclusions and make data-driven decisions.

3.9 Multiple Bar Chart

A Multiple Bar Chart is a type of bar graph where two or more sets of data are represented side by side for comparison. Each category is displayed with multiple bars, each representing a different data series, often differentiated by colors. It is used to compare the distribution or frequency of responses across different groups or variables. In research, this chart is particularly useful for visually comparing categories across multiple dimensions. For instance,

it can display survey responses from different demographic groups, such as gender or age. This comparison helps identify trends, patterns, or differences between groups, making it a powerful tool for understanding relationships between variables. Researchers often use multiple bar charts to present clear and easy-to-interpret results, which helps in drawing conclusions about the similarities or differences in data across the groups being studied.

3.10 Cronbach’s Alpha

The Cronbach’s Alpha is a statistical measure used to assess the internal consistency or reliability of a set of scale or test items. It indicates how well items in a survey or questionnaire measure the same underlying construct. The value ranges from 0 to 1, with higher values indicating better reliability. Researchers use Cronbach’s Alpha to ensure that the items within a scale are consistent in measuring a specific concept. For example, in a questionnaire measuring satisfaction, Cronbach’s Alpha would determine if all questions reliably assess satisfaction. Cronbach’s Alpha is useful because it helps improve the validity of research tools. A reliable scale ensures that the data collected is stable and consistent over time, which increases the credibility of research findings. It is especially useful in social sciences, psychology, and education research, where surveys and questionnaires are common. A commonly used interpretation table for Cronbach's Alpha values is below:

Cronbach's Alpha Value	Reliability
$\alpha \geq 0.9$	Excellent (High reliability)
$0.8 \leq \alpha < 0.9$	Good (Reliable)
$0.7 \leq \alpha < 0.8$	Good and Acceptable
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

3.11 Mann-Whitney U Test

The Mann-Whitney U Test is a non-parametric statistical test used to compare differences between two independent groups when the data is not normally distributed. It assesses whether one group tends to have higher or lower values than the other without assuming any specific data distribution. Researchers use the Mann-Whitney U Test when the assumptions for parametric tests like the t-test (e.g., normality) are not met. This test is especially useful for ordinal data or continuous data that do not follow a normal distribution. In research, the Mann-Whitney U Test is beneficial for comparing outcomes between two distinct groups, such as treatment and control groups in clinical studies. Since it is non-parametric, it provides flexibility in handling skewed data or small sample sizes, making it a valuable tool for researchers dealing with non-normal datasets.

ANALYSIS OF RESULTS

Table No: 4.1 University Name

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
BZU	60	10.0%	60	10.0%	120	10.0%
GCUF	60	10.0%	60	10.0%	120	10.0%
GUDGK	60	10.0%	60	10.0%	120	10.0%
IUB	60	10.0%	60	10.0%	120	10.0%
KFUEIT	60	10.0%	60	10.0%	120	10.0%

PU	60	10.0%	60	10.0%	120	10.0%
QAU	60	10.0%	60	10.0%	120	10.0%
UOE	60	10.0%	60	10.0%	120	10.0%
UOG	60	10.0%	60	10.0%	120	10.0%
UOS	60	10.0%	60	10.0%	120	10.0%
Total	600	100.0%	600	100.0%	1200	100.0%

Table No. 4.1, shows the distribution of non-athletes and athletes across ten universities. Each university has an equal number of non-athletes and athletes, with 60 participants in each group from every university. This brings the total to 600 non-athletes and 600 athletes, which makes up 100% of the study participants, divided equally across the institutions.

Figure No. 4.1 Universities

Table No: 4.2 Age

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
20-25	453	75.5%	542	90.3%	995	82.9%
26-30	147	24.5%	58	9.7%	205	17.1%
Total	600	100.0%	600	100.0%	1200	100.0%

Table No. 4.2, presents the age distribution among non-athletes and athletes. Most participants, both non-athletes and athletes, are between 20-25 years old, with 75.5% of non-athletes and 90.3% of athletes in 20-25 age group. Fewer participants fall within the 26-30 age range, with 24.5% of non-athletes and 9.7% of athletes.

Figure No. 4.2 Age

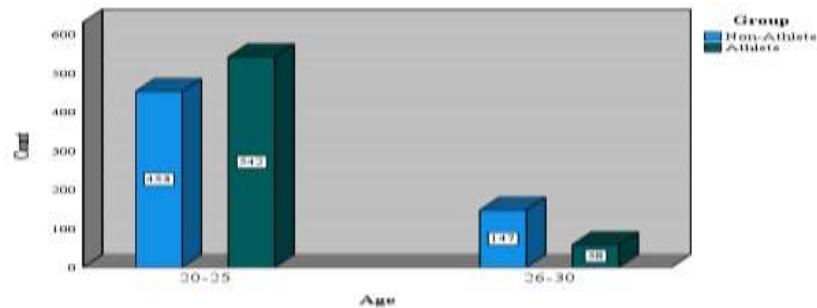
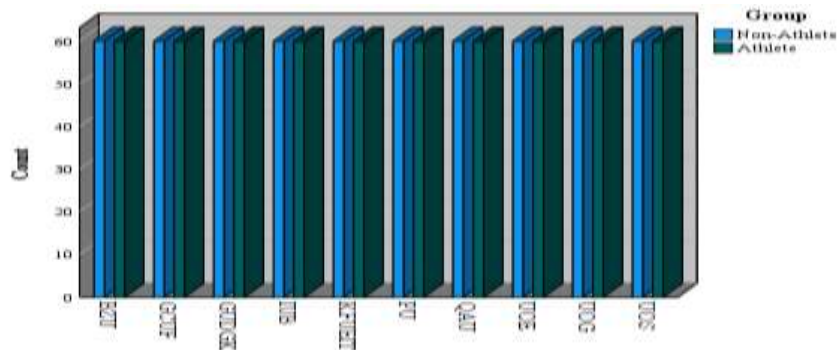


Table No: 4.3 Gender



Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
Male	600	100.0%	600	100.0%	1200	100.0%
Total	600	100.0%	600	100.0%	1200	100.0%

Table No. 4.3, the gender distribution shows that all participants, both non-athletes and athletes, are male, accounting for 100% of each group.

Figure No. 4.3 gender

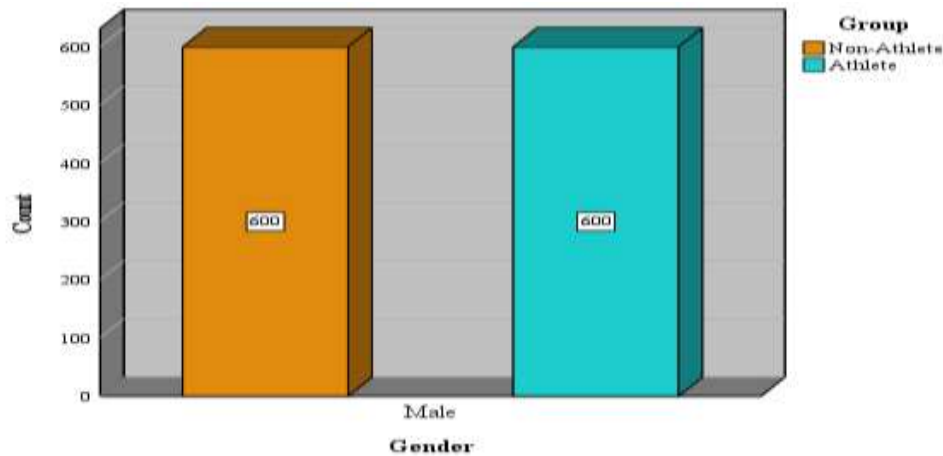


Table No: 4.4 I have been feeling optimistic about the future.

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
None of the time	84	14.0%	95	15.8%	179	14.9%
Rarely	105	17.5%	123	20.5%	228	19.0%
Some of the time	133	22.2%	165	27.5%	298	24.8%
Often	105	17.5%	93	15.5%	198	16.5%
All of the time	173	28.8%	124	20.7%	297	24.8%
Total	600	100.0%	600	100.0%	1200	100.0%

The table no: 4.4 shows how often non-athletes and athletes feel optimistic about the future. Among non-athletes, 28.8% feel optimistic all of the time, while 22.2% feel this way some of the time. For athletes, 27.5% feel optimistic some of the time, and 20.7% feel this way all of the time. A smaller percentage in both groups rarely or never feel optimistic. Overall, the majority of participants feeling optimistic either some of the time or all of the time.

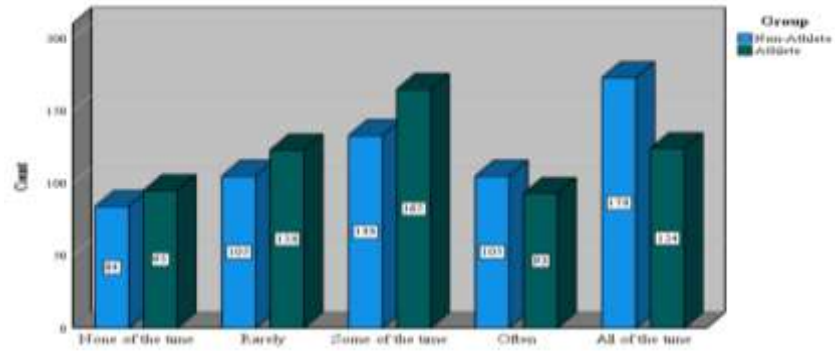


Figure no: 4.4 I have been feeling optimistic about the future.

Table No: 4.5 I have been feeling useful

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
None of the time	48	8.0%	44	7.3%	92	7.7%
Rarely	110	18.3%	109	18.2%	219	18.3%
Some of the time	161	26.8%	173	28.8%	334	27.8%
Often	131	21.8%	155	25.8%	286	23.8%
All of the time	150	25.0%	119	19.8%	269	22.4%
Total	600	100.0%	600	100.0%	1200	100.0%

The table no: 4.5 shows how often non-athletes and athletes feel useful. For non-athletes, 25.0% feel useful all of the time, and 26.8% feel useful some of the time. Among athletes, 28.8% feel useful some of the time, and 25.8% feel useful often. A smaller percentage in both groups rarely or never feel useful. Overall, most participants feeling useful some of the time or often.

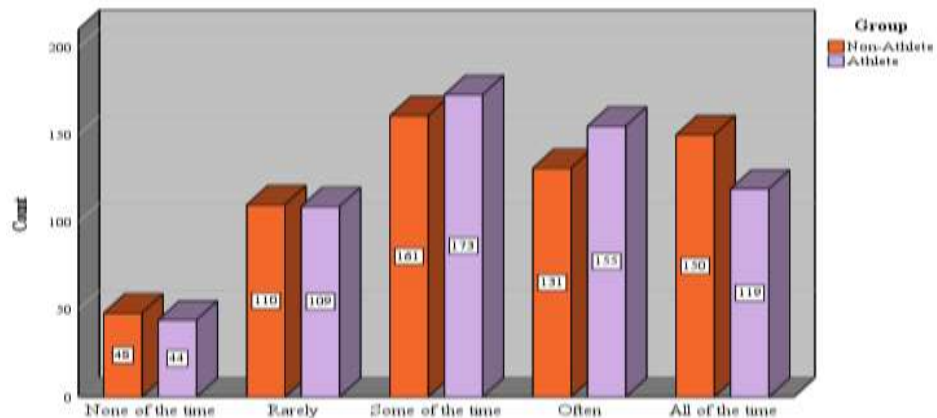


Figure no: 4.5 I have been feeling useful

Table No: 4.6 I have been feeling relaxed

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
None of the time	53	8.8%	79	13.2%	132	11.0%
Rarely	106	17.7%	100	16.7%	206	17.2%
Some of the time	191	31.8%	182	30.3%	373	31.1%
Often	137	22.8%	123	20.5%	260	21.7%
All of the time	113	18.8%	116	19.3%	229	19.1%
Total	600	100.0%	600	100.0%	1200	100.0%

The table no: 4.6 shows how often non-athletes and athletes feel relaxed. Among non-athletes, 31.8% feel relaxed some of the time, and 22.8% feel relaxed often. For athletes, 30.3% feel relaxed some of the time, and 20.5% feel relaxed often. A smaller percentage in both groups rarely or never feel relaxed. Overall, most participants feeling relaxed some of the time or often.

Figure no: 4.6 I have been feeling relaxed

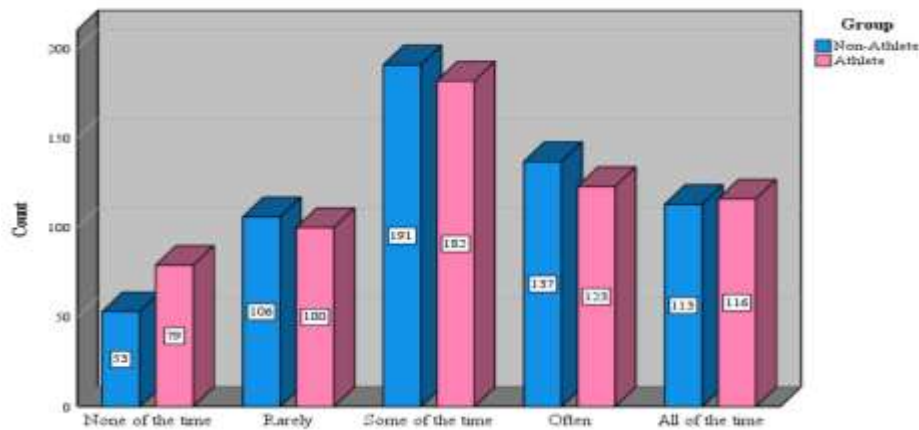


Table No: 4.7 I have been feeling interested in other people

Option	Non-Athlete		Athlete		Total	
	Frequency	%	Frequency	%	Frequency	%
None of the time	124	20.7%	110	18.3%	234	19.5%
Rarely	121	20.2%	105	17.5%	226	18.8%
Some of the time	170	28.3%	149	24.8%	319	26.6%
Often	102	17.0%	136	22.7%	238	19.8%
All of the time	83	13.8%	100	16.7%	183	15.3%
Total	600	100.0%	600	100.0%	1200	100.0%

The table no: 4.7 shows how often non-athletes and athletes feel interested in other people. Among non-athletes, 28.3% feel interested some of the time, and 20.7% feel this way none of the time. For athletes, 24.8% feel interested some of the time, and 22.7% often. A smaller percentage in both groups always feel interested in others. Overall, the majority of participants feel interested in other people either some of the time or often.

Figure no: 4.7 I have been feeling interested in other people.

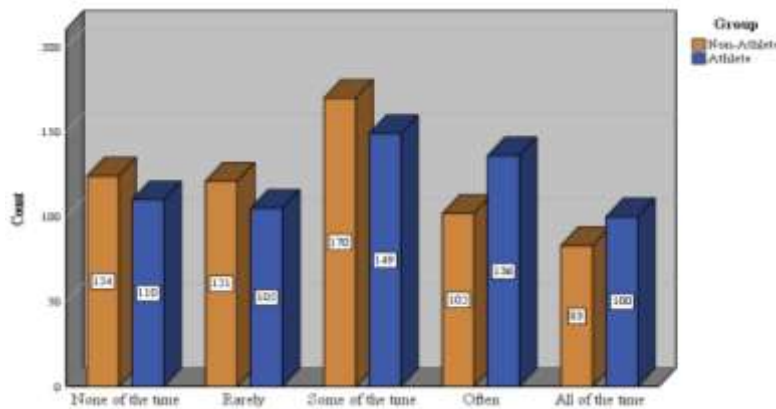


Table No: 4.8 Analysis of Psychological Well Being

Psychological Well-Being Reliability Statistics	
Cronbach's Alpha	N of Items
.771	14

The reliability test Cronbach's Alpha value is 0.771 it indicates that the questionnaire is acceptable as per criteria. It can be used for the collection of data.

Table No: 4.9 Mann-Whitney U

Test Statistics	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Psychological	17500	35800	-1.584	0.031

The test statistic value is obtained by Mann-Whitney U test that is 17500 with the significance value 0.031 that indicates there is significant difference in the psychological well-being between athletes and non-athletes.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

The Present study is designed for determining the impacts of sports on psychological well-being of the university athletes in Punjab, Pakistan. The results of the analysis are given below.

5.2 Psychological Well-Being

The results of the psychological well-being were obtained by the Mann-Whitney U test. The test statistics value 17500 with significance value 0.031, it describes that there is significant difference between the psychological well-being of university athletes and non-athletes. The majority of the athletes are optimistic about the future and feeling useful often. They remained relaxed, feeling interested in other people, had energy to spare and dealing with problems well all the time. They have been thinking clearly, feeling good about their selves and they were closed to the other people. They were found feeling confident, able to make up their mind about things, feeling loved and they have been interested in new things at all of the times.

5.3 Conclusion

The sports play a vital role in the lives of the people. The regular basis sports help to improve the psychological well-being of the athletes. The present study was conducted on the university athletes of the Punjab, Pakistan. The sports have positive effect on the psychological well-being of the athletes and there is significant difference in the psychological well-being of the athletes and non-athletes. It is also observed that sports improve the psychological well-being of the athletes they feel comfortable in their community. There is significant difference in the psychological well-being of the athletes and non-athletes.

5.4 Recommendations

- Encourage physical activity and sports as a way to improve overall well-being since athletes tend to have a more diverse range of positive experiences.
- Develop support networks and initiatives specifically for non-athletes who may benefit from more regular positive experiences.
- Initiate activities and programs that promote sports participation and able the students to close the gap between non-athletes and athletes. Events, seminars, and feedback sessions in the universities might help the students feel important and pay attention to sports.
- that highlight the benefits of participation and provide opportunities for engagement could help increase their sense of community connection and value.
- Community trust-building activities and transparent communication channels to address concerns about trust and reliability in the community.

- Emphasize and showcase the positive contributions individuals make to their communities through recognition programs and public acknowledgment.
- Continue to provide supportive environments and resources that enhance the sense of comfort and belonging in the community.

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