The influence of sports regulation in English teaching on students' psychological state

Jide Ma[1,2*], Ke Li[3]

Abstract

This study aims to investigate the effect of sports regulation on the psychological state of English students. The author administered the experimental method and SCL-90 symptom assessment to 461 students in a regional normal school. By gathering data from students at various stages of the experiment, psychological trends and emotional shifts were identified promptly to improve experimental outcomes. The questionnaire data and test results were processed and analyzed using SPSS and other statistical software. The study results indicate that the sports intervention is viable and effective in boosting pupils' mental health. To effectively protect students' physical and mental health development, colleges and universities should strengthen the publicity and construction work in this area, let students realize the true significance of sports, and encourage students to engage in sports and form healthy sports habits actively. In addition, it provides techniques and recommendations for enhancing mental health education to enhance the mental health of students at this school effectively.

Keywords: English teaching; mentality; Exercise intervention; Somatization; obsessive-compulsive disorder symptoms

1. Introduction

As a result of increased social rivalry, employment pressure, and work pressure, people are exhibiting an increasing number of psychological issues, and mental health has become a widespread concern among researchers and specialists. Research has demonstrated that mental health influences not just people's emotions and actions, but also their physical health, influencing their life, studies, and jobs (Meda et al., 2021). The frequency of communication between school sports personnel and athlete health varies by the institution (Sheldon et al., 2021). As a cradle for cultivating abilities, the school's primary objective is to produce individuals with healthy bodies and minds. School education has played a nuanced role in young people's development. The psychological state is defined as emotions and emotions, which are transient aspects of a person's psychological life at a given time. Humans are always affected and constrained by a certain psychological condition, regardless of the activity or occupation (Kotera, Ting, & Neary, 2021). Figure 1 depicts the genesis and management of movement, a long-held belief among psychologists that the psychological state is a crucial factor influencing human behavior.

(Grasdalsmoen et al., 2020) The fundamental premise of exercise production is to receive a large amount of oxygen from the outside world by breathing to meet the body's needs and improve people's immunity and physique. Exercise is a set of rules, including physical strength and dexterity, typically confined by competitive tendencies. The psychological condition of English learners directly impacts their learning attitude, learning performance, and memory effect. Effectively regulating the psychological state of English-learning pupils is thus an issue that cannot be disregarded in teaching English. The psychological state of pupils studying English is a transient state influenced by a variety of elements, such as the learners' age features, personality differences, intellectual level, language skill, family background, and social orientation, among others (Zeng et al., 2019). This study focuses on the cognitive and emotional modulation of students' psychological states during English language acquisition.

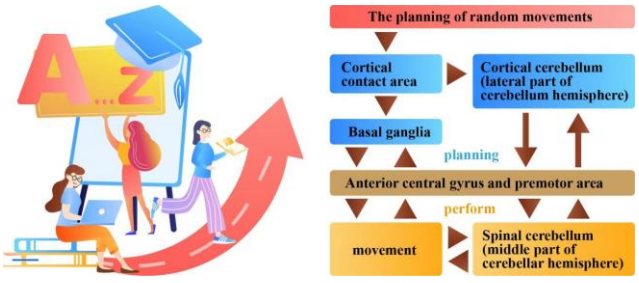

Figure 1. Schematic Diagram of Motion Generation and Regulation

[1] School of Translation Studies, Shandong University, Weihai, 264209, PR China
[2] School of Foreign Languages, Qinghai Normal University, Xining, 810016, PR China
[3] School of Translation Studies, Shandong University, Weihai, 264209, PR China
***Corresponding author** E-mail: majide@qhnu.edu.cn

Sport is a highly effective way of psychological adjustment, which can favor pupils' mental health, according to relevant research (Ma et al., 2020). Any form of education is a cognitive process. The process of learning English includes acquiring new English knowledge pupils. Diverse individuals have distinct psychological traits, yet the psychological and cognitive processes underlying the acquisition of English language skills are universal and predictable (Zhang et al., 2020). Consequently, in English classroom instruction, teachers should scientifically build teaching linkages based on the objective laws of students' psychological comprehension to alleviate students' psychological pressure when learning English. Teaching English should begin with reality, be pragmatic, and increase listening and speaking practice intensity. Let students communicate with others in English; teachers should focus on cultivating students' English thinking ability; let students gradually develop a sense of the English language through text reading; this will enable students to master practical English by being able to listen to, speak, and write it. This research aims to determine the effect of sports regulation in English instruction on the psychological state of pupils.

This study examines the influence and role of sports intervention on the mental health level of pre-school education students, intending to provide a theoretical foundation for promoting the mental health level of pre-school education students. The study is based on previous research and uses students as its research object.

2. Literature Review

Zeng et al. (2019) have shown that normal university students with mental health disorders face significant learning obstacles. Cuijpers et al. (2019) discovered that the mental health issues of second-year students majoring in physical education and rural students were more severe than those of students in other grades or urban students. These mental health issues manifested primarily as a compulsion, interpersonal sensitivity, paranoia, and hostility. Zhai and Du (2020) discovered that the mental health issues of secondary vocational school students are severe and must be addressed. In terms of learning pressure, psychological inequity, and compulsion symptoms, Mamun, Hossain, and Griffiths (2019) discovered that the mental health level of female teachers college majoring students is greater than that of middle school students. In addition, the unfavorable effects on interpersonal relationships, anxiety, depression, and social adaption are of great importance (Shelemy, Harvey, & Waite, 2019); Tang et al. (2020) discovered that the mental health level of college students is lower than the national average and that there are substantial differences between their mental health levels based on gender, urban and rural areas, sports majors, and non-sports majors. The findings of Kodish et al. (2022) indicate that participation in different sports events has varying degrees of impact on the mental health of college students. The study's results indicate that the dimensions and degrees of the impact of the three events on college students' mental health are distinct.

Aqeel et al. (2022) investigated the relationship and mutual influence between the respondents' physical and mental health and discussed the internal relationship between mental and physical fitness. In addition, it proposes techniques to reform teaching methods, tools, and ways. It means encouraging and improving students' mental health by employing alternative treatments and insisting on group activities. Sun, Anbarasan, and Praveen Kumar (2021) built an excellent teaching platform and effect and improved the comprehensive application manner of teaching on an ongoing basis. Zhang et al. (2020) research how to adopt an individualized operation mode, pay attention to changing students' psychological condition, apply the active analysis of thinking mode, adjust the classroom teaching effect, and utilize WeChat to enhance the feasibility and application analysis.

Indeed, numerous mature study findings on physical activity enhance mental health in the United States and internationally (Thakur, 2020). In addition, literature and data are abundant, which provides a theoretical and practical foundation for the author's research. Cognitive psychology holds that the structure of thinking in adolescence is fundamentally similar to that of adults, no longer reliant on concrete to abstract but instead able to proceed directly from abstract to abstract or from theory to theory (Mackie & Bates, 2019). Teenagers continue to follow the path of knowing from sensibility to reason, from concrete image-based thought to abstract logical thought (Thakur, 2020). Concrete image thinking is still evolving on its initial foundation. It plays a significant role while abstract logical thinking has made remarkable strides and has gradually assumed a dominant position. The former produces the latter, whereas the latter enhances and modifies the former. The interaction between the two is not intended to be antagonistic but rather complementary and mutually beneficial. Therefore, in English instruction, we should combine visual means with a rational explanation, introduce visual means into rational explanation, strengthen visual means, deepen rational understanding, fully mobilize students' visual and abstract thought, and make them coordinate and support one another (Kotera et al., 2021).

Sports play a significant influence on the personality development of students (Grasdalsmoen et al., 2020). Participating in team sports, for instance, can help kids develop collective ideals, comprehend the necessity of teamwork, and actively exercise their team cooperation skills. Students can develop the will and spirit of indomitable battle, continual effort, never giving up, and perseverance in competition by engaging in competitive events (Cuijpers et al., 2019). In conclusion, through numerous sports, college students can develop a positive worldview, morals, and a solid personality (Ma et al., 2020). As a result of society's diversification, vocational school pupils' psychological and behavioral issues are getting increasingly severe. The predominant manifestations of psychological issues are adolescent lock-in, low psychological endurance, lack of self-confidence, emotional instability, and weak will (Holtzen et al., 2022; Sheldon et al., 2021). Typical manifestations of behavioral disorders include absenteeism, smoking, arguing, cursing, lying, etc. In this instance, educators focus on students' psychological adjustment (Meda et al., 2021).

3. Methodology

A person's health includes both physical and mental wellness. Especially in contemporary civilization, the external world is dynamic and complex. People must possess adaptability, communication skills, willpower, and various other mental health-related abilities to achieve their own development. Thus, mental health is crucial. And sports play an essential function in boosting the mental health of individuals. Hence, students should promote their mental health and fully embrace this responsibility.

3.1 Research object

This study focuses on the present mental health and sports intervention strategies of English Education students at a provincial normal school. In addition, this study uses a random sample technique to pick 490 English Education majors in grades 2019 and 2020 from this school as survey subjects. Yet, all respondents were female students between 16 and 20. A total of 490 questionnaires, including 461 legitimate ones, were distributed (222 for the first and 239 for the second grades).

3.2 Research methods

Before the measurement, all participants in the survey received standardized training on the methodology and information required to use this measurement instrument. In this study, participants were evaluated twice. Before the physical education experiment and intervention activity, the mental health level of students majoring in English education was compiled and examined, and subjects for the experiment were proposed. Symptom Checklist 90 (SCL-90) was utilized to evaluate English Education students' mental health at a provincial normal school. In addition, the scale contains a total of 90 questions. It is divided into 10 factors, namely: Somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis, and others, with each factor reflecting a different aspect of the subject's condition. Symptom Checklist 90 (SCL-90) is the world's most widely used mental health survey instrument. It is user-friendly and has high reliability and validity. By factor scores, this scale often measures the tester's mental health degree. If the subject has some factor scores of 2 on this scale, indicating a minor adverse reaction on that factor, 1 to 5 points are used to describe the severity of psychological difficulties on particular variables. The validity coefficient of the scale is between 0.77 and 0.90, and the reliability and validity of the evaluation results are high. SPSS 17.0 was used to statistically process and analyze this study's questionnaire and test results data.

3.3 Test objects

The author determined the experimental objects based on the principle that the average of the total scores of normal people on the SCL-90 scale exceeding two standard deviations is a symptom of high mental health, i.e., the students whose total scores are greater than 207 points. A total of 67 students met this standard, and the first 40 students with the highest scores were chosen as the subjects of this study.

3.4 Comparative analysis method

Using analysis, compare the data before and after the two tests of the experiment to determine the impacts and outcomes of the sports intervention trial. The meaning of mental health at home and abroad many experts have conducted in-depth research and a comprehensive discussion; however, there is no unified conclusion or exact definition. This study adopts the definition of the United Nations world health organization (WHO): mental health refers to no mental disease, and in the physical, emotional, intellectual, and mental health of others conflict, the personal psychological potential to the fullest extent possible.

To better represent the experiment's efficacy and the effect of physical exercise on mental health, the experiment's design is primarily governed by the following criteria. One is to determine the trial content based on the most prominent symptoms of the students' mental health and to

change their physical and mental health. Second, combining sports aims to improve physical and mental health and promote students' health efficiently. Thirdly, the experimental unit's teaching conditions, time, location, human and material resources, and financial resources make the intervention content selection practicable. Fourth, the substance of the intervention took into account the interests and hobbies of pupils of the appropriate age, allowing for their active participation. Fifth, the selection of material adheres to scientific and reasonable principles; special emphasis is placed on developing physical and mental health, and the safety of student involvement in sports activities is ensured.

3.4 Experiment content and implementer

This study focuses mostly on sports games; Campus calisthenics: young appeal; Taiji boxing; basketball; and sports development. 1) The phase of sports intervention implementation. The first stage is the initial stage of the experimental intervention (4 class hours). The intervention activities at this level consist primarily of sports games played on the track and field. Students' excitement for participating in sports activities may be increased primarily via the attraction of sports games, allowing them to participate actively in the intervention experiment and ensuring the efficiency of sports activities organization. The second level of experimental intervention is the strengthening stage (24 class hours). The content of intervention activities at this stage consists mostly of calisthenics, taijiquan, basketball, sports theoretical knowledge, etc., and the predominant form of intervention activities is practice class. At this stage, the selection of intervention content completely examines kids' physical and mental development.

There are more women majoring in early childhood education, so they selected exercises based on calisthenics, combined with Taijiquan, which positively affects physical and mental health, and supplemented them with a small number of basketballs associated with masculinity and physical aggression. The intervention's content should enhance children's physical and mental growth in as many ways as possible. Based on the previous two phases, the third stage extended the substance and difficulty of intervention activities. It increased the influence on students' mental health through theoretical courses and sports expansion activities. At this point, the content of sports intervention activities offers a variety of options, focusing on the arrangement of diverse activities and tasks for kids with varying mental health levels. After the experiment intervention, the participants were again administered the mental health questionnaire.

4. Research Results and Discussion

4.1 Analysis of mental health level of English Education students

Table 1 shows that, by measuring 461 English education students in a provincial normal school with the SCL-90 Symptom Checklist. The student with factor scores ≥ 2 on somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis, and other factors accounted for 15.2%, 49.5%, 37.1%, 32.3%, 28.9%, 27.3%, 33.18%, 23.0%, 23.0%, and 29.5% of the total survey, respectively. Among them, the detection rate of obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, and terror factor scores ≥ 2 exceeded 25%, especially the obsessive-compulsive symptoms reached 49.5%, and interpersonal sensitivity reached 37.1%. It can be seen from the survey results that nearly 27% of the students surveyed in the school have mental health problems of varying degrees.

Table 1

List of the number of students with SCL-90 factor scores ≥ 2, ≥ 3, ≥ 4 and the detection rate (%) (N=461)

Factor	≥2		≥3		≥4	
Somatization	65	14.1	4	0.9	1	0.2
Obsessive-compulsive symptom	197	42.7	31	6.7	0	0
Sensitive interpersonal relationship	140	30.4	28	6.1	3	0.7
depressed	126	27.3	21	4.6	2	0.4
anxious	116	25.2	16	3.5	1	0.2
hostile	108	23.4	13	2.8	5	1.1
Terror	123	26.7	25	5.4	5	1.1
Paranoia	91	19.7	14	3.0	1	0.2
Mental illness	92	20.0	12	2.6	2	0.4
Other	115	25.0	20	4.3	1	0.2
Total average score	114	24.7	9	2.0	0	0

4.2 Comparative analysis of mental health of English Education students of different grades in a provincial normal school

4.2.1 Analysis of mental health level of English Education students in different grades

Four hundred sixty-one students in the first and second grades of English education major in Zhejiang Normal School in a province were administered the SCL-90. The detection rate of all factor scores ≥2 among sophomores of English education major in the school is significantly higher than that of first-year students, particularly in obsessive-compulsive symptoms, interpersonal relationships, anxiety, phobia, and psychosis, where the detection rate of sophomores was 10%. Regarding factor scores ≥3 and ≥4, the detection rates of the two grades did not differ significantly.

Table 2

Comparison of the number and detection rate (%) of students with SCL-90 factor scores ≥ 2, ≥ 3 and ≥ 4 in different grades

Factor	first grade（N=239）						second grade（N=222）					
	≥2		≥3		≥4		≥2		≥3		≥4	
Somatization	25	10.5	0	0	1	0.4	40	18.0	4	1.8	0	0
Obsessive-compulsive symptom	96	40.2	11	4.6	0	0	101	45.5	20	9.0	0	0
interpersonal relationship	58	24.3	13	5.4	2	0.8	82	36.9	15	6.8	1	0.45
depressed	57	23.9	7	2.9	2	0.8	69	31.1	14	6.3	0	0
Anxious	44	18.4	6	2.5	0	0	72	32.4	10	4.5	1	0.45
Hostile	51	21.3	4	1.7	3	1.3	57	25.7	9	4.1	2	0.9
Terror	48	20.1	11	4.6	1	0.4	75	33.8	14	6.3	4	1.8
Paranoia	46	19.3	5	2.1	1	0.4	45	20.3	9	4.1	0	0
Mental illness	27	11.3	8	3.4	2	0.8	65	29.3	4	1.8	0	0
Other	53	22.2	11	4.6	0	0	62	27.9	9	4.1	1	0.45

In addition, Table 2 reveals that the detection rate of all factor scores 2 and above in sophomores, except for somatization, exceeded 20%. The detection rates of obsessive-compulsive symptoms, interpersonal relationships, depression, anxiety, hostility, and terror were 54.5%, 44.2%, 31.1%, 37.4%, 30.6%, and 41.2%, respectively. Students in the first grade are superior to those in the second grade, except for the detection rate of obsessive-compulsive symptoms, interpersonal relationships, melancholy, anger, terror, and other aspects, 2 points exceeding 20%. Notable in this context is that the detection rate of obsessive-compulsive symptoms among first-year college students is as high as 44.8%.

Timely action should be taken that is effective. It is evident that some first-year and second-year English education majors in the institution have various mental health issues and that second-year students have more pronounced mental health issues than first-year students. During the sophomores' conversation, the following causes were discovered: First, as students age, they grow more interested in understanding social matters, but they lack the courage to apply knowledge outside the classroom, and their curiosity and dread of the unknown social world develop. Second, due to their persistent examination, they lack confidence in their studies and experience worry and anxiety. Third, some obstacles in learning and life cannot be resolved harmonically and properly, and there is no correct method for resolving communication conflicts.

4.2.2 Comparison of average SCL-90 scores of students in different grades

Comparing the average SCL-90 scores of the first- and second-year English education students at Zhejiang Normal School in a province (Table 3), it is discovered that the second-year students have higher scores in somatization, obsessive-compulsive symptoms, depression, anxiety, hostility, terror, paranoia, and psychosis, among others. Furthermore, there was a highly significant difference ($P<0.01$) in interpersonal sensitivity, and others showed a significant difference. The overall level also significantly differed, indicating that sophomores had more severe mental health problems than first-year students. In addition, it is of the utmost importance to find acceptable techniques for enhancing the mental health of English Education students at this institution.

Table 3

Comparison of average SCL-90 scores of students in different grades (N=461)

Factor	first grade（239人）	second grade（222人）	t value
Somatization	17.1±4.8	18.6±6.3	2.5**
Obsessive-compulsive symptom	19.4±5.4	21.0±6.0	3.0**
Sensitive interpersonal relationship	16.3±5.5	17.6±5.6	2.5*
Depressed	21.9±7.7	24.2±8.0	3.3**
Anxious	16.5±5.3	18.3±6.0	3.6**
Hostile	9.8±3.4	10.7±3.7	2.8**
Terror	11.8±4.2	13.2±5.0	3.4**
Paranoia	9.5±3.2	10.8±3.7	3.9**
Mental illness	15.2±5.5	16.7±5.6	2.8**
other	11.5±3.7	12.4±4.8	2.3*

Note: * represents P<0.05** P<0.01

4.2.3 Analysis of mental health test results of subjects after sports intervention

During a sports intervention experiment, the experimenter pays close attention to each student's performance and active engagement and focuses on fostering students' enthusiasm to participate in sports from the outset and guiding them progressively. Throughout the intervention trial, students can express their emotions verbally or in writing to teachers after class and communicate more with students. After the sports intervention experiment, Symptom Checklist 90 (SCL-90) was administered to forty students a second time, and the data were statistically examined. Concurrently, a second one-on-one interview was done with 20 students, followed by psychiatric consultants, and pertinent data was collected.

After the 15-week systematic sports intervention experiment, 40 individuals were measured using the SCL-90 symptom self-assessment scale, as shown in Table 4 of the research of sports intervention experiment. Statistical analysis reveals that the distribution of factor scores has shifted dramatically, and factor scores are gradually declining. The number of students with factor scores of 3 and 4 reduced, which was much better than before the experimental intervention. The experimental results indicate that sports intervention can significantly improve students' mental health, particularly in the areas of somatization, depression, interpersonal sensitivity, hostility, anxiety, terror, psychoticism, etc. There is a clear trend toward improvement, and the number of students exhibiting this symptom has decreased more, with greater effect. Sports intervention contributes to the development of mental health issues among kids.

Table 4

List of number and detection rate (%) of subjects with SCL-90 factor scores ≥ 2, ≥ 3, ≥ 4 after sports intervention (N=40)

factor	≥2		≥3		≥4	
Somatization	1	2.50	0	0	0	0
Obsessive-compulsive symptom	10	25.0	0	0	0	0
Sensitive interpersonal relationship	8	20.0	0	0	0	0
depressed	7	17.5	0	0	0	0
anxious	6	15.0	0	0	0	0
hostile	7	17.5	0	0	0	0
terror	13	32.5	0	0	0	0
Paranoia	12	30.0	0	0	0	0
Mental illness	3	7.5	0	0	0	0
other	7	17.5	0	0	0	0

Note: One student may have more than one-factor score ≥ 2 at the same time

Through follow-up interviews with 20 students, it was determined that the students who participated in the experiment agreed that, because they frequently participate in sports activities, they constantly communicate with students and teachers, their self-communication ability has been enhanced. The friendship between students and teachers has been strengthened. In addition, participation in sports allows people to obtain

positive emotions, release heart-related tension, and develop a more hopeful and upbeat mindset. In addition, students' physical fitness has improved due to their participation in sports. They now have sufficient physical power and energy to deal with life's challenges, allowing them to grow stronger. The students acknowledged that participation in sports has significantly enhanced their mental health.

4.2.4 Distribution of SCL-90 molecular scores of subjects in different grades after sports intervention

Table 5 indicates that the experimental subjects' mental health level has improved significantly due to the sports intervention experiment. The number of students with factor scores of ≥ 3 and ≥ 4 and the detection rate have been greatly reduced among the selected experimental students. The mental health level of those students with severe mental health issues has improved significantly. Yet, after the intervention, some students have minor mental health issues. Comparing the mental health levels of first and second-grade students, we discovered that the experimental intervention effect of the second-grade students was superior to that of the first-grade students, particularly in the areas of obsessive-compulsive symptoms, interpersonal sensitivity, hostility, fear, paranoia, and psychosis, among others.

Table 5

Number of subjects with SCL-90 factor scores ≥ 2, ≥ 3, ≥ 4 and detection rate (%) after sports intervention in different grades (N=40)

factor	first grade（N=18）						second grade（N=22）					
	≥2		≥3		≥4		≥2		≥3		≥4	
Somatization	1	5.6	0	0	0	0	1	4.6	0	0	0	0
Obsessive-compulsive symptom	7	38.9	0	0	0	0	3	13.6	0	0	0	0
interpersonal relationship	4	22.2	0	0	0	0	4	18.2	0	0	0	0
depressed	3	16.7	0	0	0	0	4	18.2	0	0	0	0
anxious	2	11.1	0	0	0	0	4	18.2	0	0	0	0
hostile	5	27.8	0	0	0	0	2	9.1	0	0	0	0
terror	7	38.9	0	0	0	0	6	27.3	0	0	0	0
Paranoia	7	38.9	0	0	0	0	5	22.7	0	0	0	0
Mental illness	2	11.1	0	0	0	0	1	4.6	0	0	0	0
other	4	22.2	0	0	0	0	3	13.6	0	0	0	0

Note: One student may have more than one-factor score ≥ 2 at the same time

In addition, it has been discovered that, compared to second-year students, many first-year students are less certain about their future direction due to their age and grasp of the profession and society; this makes it difficult for second-year students to address their mental health issues. Because sophomores are comfortable with the college atmosphere and clearly grasp their personal benefits and career prospects, it is easier to eradicate psychological issues. Hence, the effect of second-grade children is greater than that of first-grade students in physical experiment intervention. Most students are strongly interested in aerobics, sports games, basketball, and outward-bound training, with a particular preference for aerobics and other sports activities.

This may be because most students majoring in pre-school education are teenage girls between 16 and 20. Due to their playfulness and love of beauty, they are more interested in aerobics, sports games, and other activities. However, due to their youth and vitality, they also showed some interest in the antagonistic basketball game, demonstrating the youth and vitality of teenagers. Students have largely consistent knowledge of whether sports activities may enhance physical health; respondents feel that sports can promote physical health, thrill the body and mind and encourage the development of mental health.

5. Conclusion

This research concludes that sports regulation in English instruction can significantly affect the psychological condition of students. Around 27% of English education pupils at a provincial normal school have mental health issues of various severity, with second-grade children exhibiting more pronounced mental health issues than

first-graders. After the sports intervention experiment, it was determined that the mental health level of the students participating was significantly enhanced, and the detection rate of the number of students with factor scores of 3 and 4 was significantly reduced. Consequently, the mental health level of those students with severe mental health problems has been significantly enhanced. Comparing the mental health level of the experimental subjects before and after the intervention of the sports, it was discovered that after the sports intervention experiment, the factor scores of the experimental subjects were significantly different from those before the experiment, indicating that the sports intervention experiment played a role in promoting the mental health level of English education students.

Consequently, in English classroom instruction, teachers should scientifically build teaching linkages based on the objective laws of students' psychological comprehension to alleviate students' psychological pressure associated with learning English. In the actual application of physical education intervention, the implementer must have strong professional skills and accomplishments, limited ability and professional level, can only be paired with physical education instruction, and research flaws remain.

6. Implications of Research

Notably, this research contributes new findings to the literature by demonstrating that sports regulation in English instruction might affect students' psychological states. The body of information is elevated to an advanced degree based on this relationship growth in literature. In addition, this association will improve students' knowledge of sports instruction, enhancing their psychological well-being. According to the conclusions of this study, students must engage in numerous everyday activities, such as walking, speaking with people, participating in activities, playing sports, etc. Moreover, people with strong physical conditions can live better and accomplish their goals, particularly students.

Since students are active and full of vitality, they enjoy sports and must maintain high physical fitness through various sports. They should perform focused exercises to enhance the quality and capability of every area of their bodies. Consequently, in sports, teachers should deeply study sports, consciously, purposefully, and strategically avoid their negative impact, fully exert the positive impact of sports on students' mental health development, improve students' self-perception ability, and assist students in correctly adjusting their emotions by establishing the education concept of "health first," adopting the "student-centered" teaching method, scientifically expanding and extending sports teaching content, and scientifically expanding and extending sports teaching content. It is necessary to improve the interpersonal relationships between students, cultivate the students' goodwill, encourage the development of their healthy psyche, and allow them to have a brighter future.

7. Future Directions

Following are some suggestions for future contributions to literature by scholars. This study collected data from high school students. However, studies must use data from college students to compare the findings. Thus, SPSS was utilized for data analysis in this study. Still, future research should utilize smart PLS 4.0 for structural equation modeling, as it can also determine data for complex models. In the future, it is hoped to collect data from teachers to comprehend children's progress better.

References

Aqeel, M., Abbas, J., Shuja, K. H., Rehna, T., Ziapour, A., Yousaf, I., & Karamat, T. (2022). The influence of illness perception, anxiety and depression disorders on students mental health during COVID-19 outbreak in Pakistan: a web-based cross-sectional survey. *International Journal of Human Rights in Healthcare, 15*(1), 17-30. https://doi.org/10.1108/IJHRH-10-2020-0095

Cuijpers, P., Auerbach, R. P., Benjet, C., Bruffaerts, R., Ebert, D., Karyotaki, E., & Kessler, R. C. (2019). The world health organization world mental health international college student initiative: an overview. *International Journal of Methods in Psychiatric Research, 28*(2), e1761. https://doi.org/10.1002/mpr.1761

Grasdalsmoen, M., Eriksen, H. R., Lønning, K. J., & Sivertsen, B. (2020). Physical exercise, mental health problems, and suicide attempts in university students. *BMC psychiatry, 20*(1), 1-11. https://doi.org/10.1186/s12888-020-02583-3

Holtzen, S., Dumas, C., Adeyinka, O., Bertels, H., Burton, K., Campbell, A., Chukwuba, K., Grandinetti, M., Gregory, C., Moran, R., Sherman, K., & Tran, H. (2022). The Zoo at North River Veterinary: The Second Generation. *International Journal of Instructional Cases, 6*. http://www.ijicases.com/search/the-zoo_case

Kodish, T., Lau, A. S., Gong-Guy, E., Congdon, E., Arnaudova, I., Schmidt, M., Shoemaker, L., & Craske, M. G. (2022). Enhancing racial/ethnic equity in college student mental health through innovative screening and treatment. *Administration and Policy in Mental Health and Mental Health Services Research*, 1-16. https://doi.org/10.1007/s10488-021-01163-1

Kotera, Y., Ting, S.-H., & Neary, S. (2021). Mental health of Malaysian university students: UK comparison, and relationship between negative mental health attitudes, self-compassion, and resilience. *Higher education, 81*(2), 403-419. https://doi.org/10.1007/s10734-020-00547-w

Ma, Z., Zhao, J., Li, Y., Chen, D., Wang, T., Zhang, Z., Chen, Z., Yu, Q., Jiang, J., & Fan, F. (2020). Mental health problems and correlates among 746 217 college students during the coronavirus disease 2019 outbreak in China. *Epidemiology and psychiatric sciences, 29*, e181. https://doi.org/10.1017/S2045796020000931

Mackie, S. A., & Bates, G. W. (2019). Contribution of the doctoral education environment to PhD candidates' mental health problems: A scoping review. *Higher Education Research & Development, 38*(3), 565-578. https://doi.org/10.1080/07294360.2018.1556620

Mamun, M. A., Hossain, M. S., & Griffiths, M. D. (2019). Mental health problems and associated predictors among Bangladeshi students. *International Journal of Mental Health and Addiction*, 1-15. https://doi.org/10.1007/s11469-019-00144-8

Meda, N., Pardini, S., Slongo, I., Bodini, L., Zordan, M. A., Rigobello, P., Visioli, F., & Novara, C. (2021). Students' mental health problems before, during, and after COVID-19 lockdown in Italy. *Journal of psychiatric research, 134*, 69-77. https://doi.org/10.1016/j.jpsychires.2020.12.045

Sheldon, E., Simmonds-Buckley, M., Bone, C., Mascarenhas, T., Chan, N., Wincott, M., Gleeson, H., Sow, K., Hind, D., & Barkham, M. (2021). Prevalence and risk factors for mental health problems in university undergraduate students: A systematic review with meta-analysis. *Journal of Affective Disorders, 287*, 282-292. https://doi.org/10.1016/j.jad.2021.03.054

Shelemy, L., Harvey, K., & Waite, P. (2019). Supporting students' mental health in schools: what do teachers want and need? *Emotional and behavioural difficulties, 24*(1), 100-116. https://doi.org/10.1080/13632752.2019.1582742

Sun, Z., Anbarasan, M., & Praveen Kumar, D. (2021). Design of online intelligent English teaching platform based on artificial intelligence techniques. *Computational Intelligence, 37*(3), 1166-1180. https://doi.org/10.1111/coin.12351

Tang, W., Hu, T., Yang, L., & Xu, J. (2020). The role of alexithymia in the mental health problems of home-quarantined university students during the COVID-19 pandemic in China. *Personality and individual differences, 165*, 110131. https://doi.org/10.1016/j.paid.2020.110131

Thakur, A. (2020). Mental health in high school students at the time of COVID-19: a student's perspective. *Journal of the American Academy of Child and Adolescent Psychiatry, 59*(12), 1309-1310. https://doi.org/10.1016/j.jaac.2020.08.005

Zeng, W., Wang, X., Zhang, Q., Chen, R., & Deng, W. (2019). Prevalence of mental health problems among medical students in China: A meta-analysis. *Medicine (Baltimore), 98*(18), e15337-e15337. https://doi.org/10.1097/MD.0000000000015337

Zhai, Y., & Du, X. (2020). Mental health care for international Chinese students affected by the COVID-19 outbreak. *The Lancet Psychiatry, 7*(4), e22. https://doi.org/10.1016/S2215-0366(20)30089-4

Zhang, Y., Zhang, H., Ma, X., & Di, Q. (2020). Mental health problems during the COVID-19 pandemics and the mitigation effects of exercise: a longitudinal study of college students in China. *International journal of environmental research and public health, 17*(10), 3722. https://doi.org/10.3390/ijerph17103722