

# Influencing Factors on Campus Sports Culture in University in China

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**Abstract:** The study focused on identifying influencing factors on campus sports culture in university province in China, including demographic profiles, assessments of factors affecting culture development, differences in assessments based on profiles, and the relationship between influencing factors and culture development status. Based on the findings, an Enhanced Campus Sports Culture Program can be developed to improve campus sports culture. The study employed a descriptive correlational research design and the respondents are the students in Suzhou University, West Anhui University, Hefei Normal University, Chuzhou University and Huangshan University. Data revealed significant interest in campus sports culture among female, late adolescent, and freshman students, with perceptions of school factors, teacher dynamics, and student engagement influencing its development consistently across demographic groups. A shared understanding exists regarding the current state of campus sports culture, covering aspects like resources, systems, behavior, and spirit. Analysis indicated a strong positive correlation between perceived influencing factors and the actual development status of campus sports culture, indicating a need for an Enhanced Campus Sports Culture Program to foster positivity. Data suggests implementing initiatives to involve a broader demographic in campus sports culture, fostering a supportive environment and promoting understanding of influencing factors. This involves collaboration among university administration, faculty, and student organizations. Investing in sports resources and systems, ensuring equity, and prioritizing identified factors are crucial, led by the administration and stakeholders. Establishing a task force to implement strategies and develop an Enhanced Campus Sports Culture Program will drive sustained improvement.

**Keywords:** Campus Sports Culture, Influencing Factors, University in China.

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## 1. Introduction

Campus sports culture is a group culture with students as the main body, extracurricular sports and cultural activities as the main content, campus as the main space, and campus spirit as the characteristics. Campus sports culture is an important part of university campus culture, which plays an important role in promoting the in-depth development of education reform. The report to the 18th National Congress of the Communist Party of China made clear the fundamental task of education, which is to cultivate morality and cultivate people, and train socialist builders and successors with all-round development of morality, intelligence, physical and beauty. Healthy campus sports culture can cultivate students' positive attitude towards life, guide students to realize the value of life, contribute to the formation of good life and learning habits, is a solid foundation for the realization of students' physical and mental development, and is also a basic premise for better realization of school education function.

On October 25, 2016, in order to promote the construction of a healthy China and improve people's health, the CPC Central Committee and The State Council issued and implemented the Outline of the Healthy China 2030 Plan. Among them, the emphasis is placed on strengthening school health education, establishing a school health education promotion mechanism, building a health education model that combines teaching of related disciplines with educational activities, classroom education with extracurricular practice, and regular publicity and education with centralized publicity and education.

On August 31, 2020, the General Administration of Sport and the Ministry of Education issued the Opinions on

Deepening the Integration of Sports and Education to Promote the Healthy Development of Young People, the first one is to "strengthen school sports work", which proposes that "(1) Establish the education concept of health first, open full physical education classes for all students, help students enjoy fun in physical exercise, enhance physical fitness, improve personality, temper will, and realize the civilization of their spirit and barbarism of their body. (2) To carry out a variety of after-school training and competition activities, expand the coverage and participation of intra-school and inter-school sports competitions, and enrich school sports activities. ...". The spirit of the Opinions aims at deepening the integrated development of physical education with Chinese characteristics, promoting the coordinated development of young people's cultural learning and physical exercise, promoting the healthy growth of young people, tempering their will and sound personality, and cultivating socialist builders and successors with all-round development of moral, intellectual, physical, beauty and labor.

With the promulgation of the new policy of the integration of sports and education, the collision and integration of sports system and education system are ready for development. With the issuance and implementation of relevant documents, the reconstruction of campus sports culture has become urgent. How to perfect campus sports culture under the impact of sports education campus culture, colleges and universities will usher in new challenges and opportunities.

## 2. Research Design

This study mainly adopted the quantitative research method, selected 5 universities as the investigation objects,

conducted investigation and analysis on the influencing factors and development status of campus sports culture, and finally put forward targeted improvement suggestions, so as to provide valuable reference for the construction of campus sports culture. This study mainly adopted the following research methods:

**Literature materials method:** Consulted a large number of literature materials about campus sports culture through academic websites and books, summarized the achievements of predecessors in this research field, and refined the research ideas and improved the research design by referring to these existing research achievements, so as to provide a solid theoretical foundation for this research.

**Questionnaire survey method:** The questionnaire was designed on the basis of consulting data. Before the questionnaire was released, the validity of the questionnaire was tested on experts, and then a small number of students are predicted to issue the questionnaire to ensure that the validity and reliability of the questionnaire meet the requirements. Finally, the formal questionnaire was released. The questionnaire was carried out in the form of electronic questionnaire, which was carefully distributed and timely recovered to ensure the recovery rate and efficiency of the questionnaire.

**Mathematical statistics:** According to the data types of this study, SPSS software, T-Test, Analysis of Variance, Pearson's Correlation and other methods were used to statistically

process the collected data.

### 3. Sampling Method

This study discussed the influence factors of campus sports culture, and selects 5 universities as the investigation objects, the names of which are Suzhou University, West Anhui University, Hefei Normal University, Chuzhou University and Huangshan University. The five universities are all provincial universities in Anhui Province. In order to eliminate regional differences as much as possible, the five universities are distributed in the north, west, central, east and south of the province.

The stratified sampling method was used to conduct a questionnaire survey among the college students in these 5 universities. A total of 498 students were selected from these universities, sent and collected the questionnaires. The specific arrangement is as follows: Each school has a total of 4 grade level (2020, 2021, 2022, 2023) from the first to the fourth year, and 20-29 students are selected from each grade from each university. The researcher herself teaches in Suzhou University, one of the five schools, and is a physical education teacher with more than 10 years of teaching experience in the school. She is familiar with other schools in the province, so she has the convenient conditions to carry out the investigation. The respondents of the study are the following:

**Table 1.** Respondent distribution

UNIVERSITY NAME	SHORT BACKGRUOND	UNDERGRADUAT STUDENT POPULATION	SAMPLE SIZE
<b>Suzhou University</b>	Located in Suzhou City, Anhui Province, it is a provincial comprehensive undergraduate university, and it is also the school where the researcher work.	15000	99
<b>West Anhui University</b>	Located in Lu 'an City, Anhui Province, it is a provincial comprehensive public undergraduate university.	16000	100
<b>Hefei Normal University</b>	Located in Hefei City, the capital of Anhui Province, it is a provincial full-time general undergraduate university.	15000	99
<b>Chuzhou University</b>	Located in Chuzhou City, Anhui Province, it is a provincial comprehensive general undergraduate university.	17000	100
<b>Huang shan University</b>	Located in Huangshan City, Anhui Province, it is a provincial comprehensive general undergraduate university.	18000	100
<b>Total</b>		<b>81,000</b>	<b>498 respondents</b>

(Note: The respondents of the questionnaire in this paper are undergraduates from five universities, without distinguishing their major, including students from different majors)

### 4. Research Instruments

The main research tool of this study is a questionnaire. According to the research needs, a questionnaire entitled "Student Questionnaire on Factors Affecting College Campus Sports Culture" was designed. The design of the questionnaire referred to a large number of similar studies and combined with the opinions of experts to revise and improve the final draft of the questionnaire.

The first part of the questionnaire is the personal information of the interviewed students, including sex, age and grade level. The second part is the investigation of the

influencing factors of the development of campus sports culture, which is carried out from the three aspects of schools, teachers and students. The third part is the investigation of the development status of campus sports culture, which mainly includes four dimensions: sports resources culture, sports system culture, sports behavior culture and sports spirit culture. A certain number of questions are set under each dimension for investigation.

In the design of the questionnaire, the first part is filled in by the respondents according to the actual situation; The second and third parts are multiple choice questions, and each part consists of a set of questions under each dimension or

factor, each with four answers, "Strongly agree", "Agree", "Disagree", and "Strongly Disagree", recorded as 4,3,2, and 1 respectively. The total score for each respondent's attitude is the sum of his or her scores for each question, describing different states of his or her attitude strength.

## 5. Data Gathering Procedure

After the individual defense proposal, the school leaders of the selected five universities were sent letters requesting permission to carry out the survey, and the questionnaire survey was conducted after obtaining the consent. The questionnaires issued were in Chinese and were issued in the form of electronic questionnaires, which can ensure timely retrieval. Before filling in the questionnaire, all respondents did not receive any express or implied guidance and filled in the questionnaire according to their own wishes.

## 6. Statistical Treatment

To analyze and treat the data gathered from the respondents and to be able to present, analyze, and interpret the data, the following descriptive and inferential statistical tools were used:

### 1. Descriptive Statistics

**Percentage and Frequency Distribution.** The respondents' estimated counting of the responses is tabulated using the frequency count. The frequency distribution, which shows how one part connects to the whole and statistically portrays the respondents' profile, was utilized to show the percentage's scope. In this study, the percentage and frequency distribution are used to present, analyze and interpret statement of the problem 1 which pertains to the respondent's profile.

**Standard deviation.** The responses to the respondents' assessments were assessed using this tool. Standard deviation is to convey the respondents' assessment and judgment. As The Economic Times (2021), defines standard deviation as "the measure of dispersion of a set of data from its mean." The greater the dispersion or variability, the higher the standard deviation and the greater the magnitude of the value's divergence from its mean. It quantifies the absolute variability of a distribution. In this study, it is used to present, analyze and interpret statement of the problem 2 and 4.

**Weighted Mean.** The weighted mean was employed as the indicator of central tendency because the selections for the questionnaire items were given points. This is the main method utilized to present the evaluation and appraisal of the respondents. According to Vedantu (2024), The average value of the data is determined using the weighted mean. By giving some of the distinct values in the weighted mean computation varying weights, the average value can be determined. This tool is used in presenting and answering statement of the problem 2 and 4.

**Likert scale.** It was used to examine the respondents' responses to the questions. Likert scale questions are closed-ended, single-choice questions, and according to Elliot (2021), they are "a form of scale used in survey research that analyzes respondents' attitudes toward a specific issue." The main benefit of using a Likert scale over a simple yes/no question is that it gives more specific insight into people's opinions on an issue. Using a Likert scale, researchers evaluated various degrees of agreement, importance, quality, and other factors. In this study, the following 4Pt Scale were used:

**Table 2.** 4Pt Scale

SCALE	RANGE	VERBAL INTERPRETATION
4	3.51-4.00	Strongly Agree
3	2.51-3.50	Agree
2	1.51-2.50	Disagree
1	1.00-1.50	Strongly Disagree

### 2. Inferential Statistics

**One-Way Analysis of Variance.** It was applied to identify notable variations between two or more variables. Mackenzie (2018) states that a one-way ANOVA is a statistical test examining a sample's variance in group means while only considering one independent variable or factor. It's a hypothesis-based test. Therefore, it was intended to evaluate several data explanations that are mutually exclusive. This statistic is used for testing the hypothesis of the study and to answer statement of the problem 3 and 4.

**T-Test for Independent Samples.** This method identifies the substantial difference between variables and independent groups. According to Patel (2020), "It is a statistical method of hypothesis testing that evaluates whether there is a statistically significant difference between the means of two independent samples." This tool was also used to test the hypothesis of the study and answer statement of the problem 3 and 4.

**Pearson's Correlation Coefficient r.** As noted by Chao (2023), Pearson's correlation coefficient is a statistical measure used to determine the significant relationship between two variables. It examines the linear relationship between two quantitative variables and quantifies the degree to which they are closely associated. In this study, Pearson's correlation was employed to address problem 6 and hypothesis 3, enabling an assessment of the strength and significance of the relationship between the variables under investigation.

To evaluate the degree of correlation between variables, a correlation table was utilized as a basis for interpretation. This table provided valuable insights into the strength and direction of the relationship between the variables under investigation.

**Table 3.** Correlation table

RANGE OF CORRELATION COEFFICIENT	DEGREE OF CORRELATION
0.80 – 1.00	VERY STRONG POSITIVE
0.60 – 0.79	STRONG POSITIVE
0.40 – 0.59	MODERATE POSITIVE
0.20 – 0.39	WEAK POSITIVE
0.00 – 0.19	VERY WEAK POSITIVE
0.00 – (0.19)	VERY WEAK NEGATIVE
(0.20) - (0.39)	WEAK NEGATIVE
(0.40) – (0.59)	MODERATE NEGATIVE
(0.60) – (0.79)	STRONG NEGATIVE
(0.80) – (1.00)	VERY STRONG NEGATIVE

## 7. Results and Discussion

This part is to provide readers a comprehensive grasp of the phenomenon being studied. Its objective is to transform

unprocessed data into insightful interpretations through the use of statistical analyses, graphic aids, and in-depth topic discussions. This enables the development of a whole story that goes beyond straightforward numerical depiction. The well-organized presentation improves readers' understanding of research findings, giving them the ability to consider implications and make informed decisions.

1 Profile of the Respondents

**Table 4.** Profile of the Respondents

SEX	FREQUENCY	PERCENTAGE
Male	220	44.2
Female	278	55.8
Total	498	100.0
AGE	FREQUENCY	PERCENTAGE
17-18 Years Old	48	9.6
19-20 Years Old	267	53.6
21 Years Old and Above	183	36.7
Total	498	100.0
GRADE LEVEL	FREQUENCY	PERCENTAGE
Freshman	145	29.1
Sophomore	129	25.9
Junior	100	20.1
Senior	124	24.9
Total	498	100.0

Table 4 shows the profile of the respondents as to sex, age and grade level. With regards to sex, it is observed female with a frequency of 278 with 55.8% while the rest are male with a frequency of 220 with 44.2%. This implies there were

slightly more female respondents than men. This is attributed to the number of students enrolled in the Chinese Universities which is slightly higher than those who are males. According to Li & Jones (2023), data from recent enrollment statistics reveals that there is a marginally greater number of female students enrolled in Chinese universities compared to their male counterparts, implying a shifting demographic trend in higher education. In terms of age, data affirms that 17-18 years old has a frequency of 48 and a percentage of 9.6, 19-20 years old has 267 with 53.6% while 21 years old and above has a frequency of 183 and percentage of 36.7. This means that most of the respondents who participated in the study belongs to late adolescent. As affirmed by Brown & Simons (2021), late adolescents are often in a phase of exploration and discovery, and participating in research studies allows them to satisfy their curiosity and engage with new ideas and topics.

As to grade level, it is noted that freshman has a frequency of 145 with 29.1% and sophomore has 129 with a percentage of 25.9. Meanwhile, junior has a frequency of 100 with 20.1% and senior which has 124 respondents who participated in the study which has 24.9%. From the perspective of the grade distribution of the respondents, the proportion of people in each grade is not much different, but the most respondents are freshman students. According to Torres (2024), freshman students are often enthusiastic about their new academic environment and eager to engage with new ideas and concepts. In addition, compared with other grades, the freshman's new discipline and coordination are stronger, and they will be more willing to participate in research.

2 Assessment of the Respondents on Influencing Factors that Affect the Development of Campus Sports Culture

**Table 5.** Influencing Factors that Affect the Development of Campus Sports Culture as to School Factors

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1.The sufficiency of sports venues and equipment in schools has an impact on the development of campus sports culture.	3.39	0.56	Agree/ Influential	7
2.The level of school sports teachers has an impact on the development of campus sports culture.	3.40	0.56	Agree/ Influential	3
3.The abundance of sports books, network resources and multimedia resources have an impact on the development of campus sports culture.	3.39	0.55	Agree/ Influential	7
4.The importance that school leaders attach to school sports work has an impact on the development of campus sports culture.	3.39	0.57	Agree/ Influential	7
5.Whether the school sports management system is perfect has an impact on the development of campus sports culture.	3.39	0.54	Agree/ Influential	7
6.Whether the school has an early warning or reward mechanism for students' physical health has an impact on the development of campus sports culture.	3.40	0.55	Agree/ Influential	3
7.The number of sports activities (sports meeting, knowledge lectures, club activities, etc.) held by the school has an impact on the development of campus sports culture.	3.39	0.56	Agree/ Influential	7
8.The number of on-campus, provincial or above competitions held by schools has an impact on the development of campus sports culture.	3.36	0.56	Agree/ Influential	10
9. The formation of school sports fashion has an impact on the development of campus sports culture.	3.41	0.54	Agree/ Influential	1
10.The formation of school sports traditions and advantages has an impact on the development of campus sports culture.	3.40	0.54	Agree/ Influential	3
<b>Composite Mean</b>	<b>3.39</b>	<b>0.51</b>	<b>Agree/Influential</b>	

LEGEND: STRONGLY AGREE/HIGHLY INFLUENTIAL (4) =3.51-4.0); AGREE/INFLUENTIAL (3) =2.51-3.50); DISAGREE /SLIGHTLY INFLUENTIAL (2) =1.51-2.50); STRONGLY DISAGREE/NO INFLUENCE AT ALL (1) =1.0-1.50)

Table 5 shows the influencing factors that affect the development of campus sports culture as to school factors. It is observed that all indicators are interpreted as

"Agree/Influential" with a composite mean of 3.39 and a standard deviation of 0.51. It is noted that indicator 1, "The sufficiency of sports venues and equipment in schools has an

impact on the development of campus sports culture," has a mean of 3.39 and a standard deviation of 0.56, while indicator 2, "The level of school sports teachers has an impact on the development of campus sports culture," has a mean of 3.40 and a standard deviation of 0.56. Furthermore, indicator 3, "The abundance of sports books, network resources and multimedia resources have an impact on the development of campus sports culture," has a mean of 3.39 and a standard deviation of 0.55, while indicator 4, "The importance that school leaders attach to school sports work has an impact on the development of campus sports culture," has a mean of 3.39 and a standard deviation of 0.57.

Additionally, indicator 5, "Whether the school sports management system is perfect has an impact on the development of campus sports culture," has a mean of 3.39 and a standard deviation of 0.54, while indicator 6, "Whether the school has an early warning or reward mechanism for students' physical health has an impact on the development of campus sports culture," has a mean of 3.40 and a standard deviation of 0.55. Moreover, indicator 7, "The number of sports activities (sports meeting, knowledge lectures, club activities, etc.) held by the school has an impact on the development of campus sports culture," has a mean of 3.39 and a standard deviation of 0.56, while indicator 8, "The number of on-campus, provincial or above competitions held by schools has an impact on the development of campus sports culture," has a mean of 3.36 and a standard deviation

of 0.56. In addition, indicator 9, "The formation of school sports fashion has an impact on the development of campus sports culture," has a mean of 3.41 and a standard deviation of 0.54, while indicator 10, "The formation of school sports traditions and advantages has an impact on the development of campus sports culture," has a mean of 3.40 and a standard deviation of 0.54.

Additionally, it is noted that indicator number 9, "The formation of school sports fashion," gained the highest mean value of 3.41 and standard deviation of 0.54, which is interpreted as "Agree/Influential," and indicator number 2, "The level of school sports teachers," followed with the highest mean value of 3.40 and standard deviation of 0.56, which is also interpreted as "Agree/Influential." This means that the perception of school sports fashion and the quality of school sports teachers are influential factors in the development of campus sports culture. School sports fashion is an important part of the development of school sports. Cultivating good school sports fashion is of great significance for students to form positive sports moral values and good physical exercise habits. In addition, the reason why "the level of sports teachers" has become another important factor affecting the development of sports culture, as affirmed by Chen & Liu (2020), the presence of role models and the promotion of a positive sports culture by teachers significantly impact students' engagement in sports activities.

**Table 6. Influencing Factors that Affect the Development of Campus Sports Culture as to Teacher Factors**

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1.The level of physical education teachers' teaching of sports knowledge (the origin of sports, judging methods, organizing methods, etc.) has an impact on the development of campus sports culture.	3.42	0.54	Agree/ Influential	5
2.The teaching level of sports skills (sports techniques, tactics and practice methods) has an impact on the development of campus sports culture.	3.43	0.54	Agree/ Influential	2.5
3.The degree of physical education teachers' teaching of physical health knowledge (health management, nutrition and hygiene, sports injury prevention and treatment, etc.) has an impact on the development of campus sports culture.	3.43	0.53	Agree/ Influential	2.5
4.PE teachers' full use of "PE curriculum ideology and politics" has an impact on the development of campus sports culture.	3.41	0.56	Agree/ Influential	7.5
5. The stimulation and cultivation of students' interest in sports by PE teachers have an impact on the development of campus sports culture.	3.42	0.54	Agree/ Influential	5
6. The interaction and guidance of PE teachers to students' extracurricular sports activities influence the development of campus sports culture.	3.44	0.54	Agree/ Influential	1
7. The importance that PE teachers attach to students' after-school sports training affects the development of campus sports culture.	3.40	0.55	Agree/ Influential	9.5
8. The role of PE teachers in sports associations has an impact on the development of campus sports culture.	3.42	0.54	Agree/ Influential	5
9. The full play of the role of counselors in the construction of sports culture affects the development of campus sports culture.	3.40	0.54	Agree/ Influential	9.5
10. The overall sports participation of school teachers has an impact on the development of campus sports culture.	3.41	0.54	Agree/ Influential	7.5
<b>Composite Mean</b>	<b>3.42</b>	<b>0.50</b>	<b>Agree/Influential</b>	

LEGEND: STRONGLY AGREE/HIGHLY INFLUENTIAL (4)=3.51-4.0); AGREE/INFLUENTIAL (3) =2.51-3.50); DISAGREE /SLIGHTLY INFLUENTIAL (2)=1.51-2.50); STRONGLY DISAGREE/NO INFLUENCE AT ALL (1) =1.0-1.50)

However, although indicated as the lowest means, this indicator stills shows positive results such as indicator number 8, "The number of on-campus, provincial or above competitions held by schools," gained the lowest mean value of 3.36 and standard deviation of 0.56, which is interpreted as "Agree/Influential," and indicator number 5, "Whether the school sports management system is perfect," followed with the lowest mean value of 3.39 and standard deviation of 0.54, which is also interpreted as "Agree/Influential." This implies that the frequency of competitions and the effectiveness of the sports management system may require further attention. According to Liu & Li (2022), the organization of competitions and the efficiency of sports management systems significantly impact the overall sports culture and participation rates among students.

It can be seen from the above statistics that the school needs to be further improved in terms of the number of competitions and the effectiveness of the sports management system. On the one hand, the school should carry out sports competition as much as possible so that students have more opportunities to participate. Whether it is the participants on the field or the cheering students under the field, they can feel the good experience of sports, stubborn hard work, unity and cooperation through sports competitions, which is essential for cultivating more vibrant campus sports culture. On the other hand, schools should also pay attention to the improvement of the sports management system. At present, in many schools, the sports management system is not as valued as other management systems such as school educational administration management. However, the defects in sports management often lead to poor communication between the upper and lower levels, affecting the overall satisfaction of teachers and students in physical education, training and daily physical exercise. It is not conducive to the development of campus sports culture.

Table 6 determines the influencing factors that affect the development of campus sports culture as to teacher factors. It is observed that all indicators are all interpreted as "Agree/Influential" with a composite mean of 3.42 and a standard deviation of 0.50. It is noted that indicator 1, "The level of physical education teachers' teaching of sports knowledge," has a mean of 3.42 and a standard deviation of 0.54, while indicator 2, "The teaching level of sports skills," has a mean of 3.43 and a standard deviation of 0.54. Furthermore, indicator 3, "The degree of physical education teachers' teaching of physical health knowledge," has a mean of 3.43 and a standard deviation of 0.53, while indicator 4, "PE teachers' full use of 'PE curriculum ideology and politics,'" has a mean of 3.41 and a standard deviation of 0.56. Additionally, indicator 5, "The stimulation and cultivation of students' interest in sports by PE teachers," has a mean of 3.42 and a standard deviation of 0.54, while indicator 6, "The interaction and guidance of PE teachers to students' extracurricular sports activities," has a mean of 3.44 and a standard deviation of 0.54. Moreover, indicator 7, "The importance that PE teachers attach to students' after-school sports training," has a mean of 3.40 and a standard deviation of 0.55, while indicator 8, "The role of PE teachers in sports associations," has a mean of 3.42 and a standard deviation of

0.54. In addition, indicator 9, "The full play of the role of counselors in the construction of sports culture," has a mean of 3.40 and a standard deviation of 0.54, while indicator 10, "The overall sports participation of school teachers," has a mean of 3.41 and a standard deviation of 0.54.

Furthermore, it is noted that indicator number 6, "The interaction and guidance of PE teachers to students' extracurricular sports activities," gained the highest mean value of 3.44 and standard deviation of 0.54, which is interpreted as "Agree/Influential," and indicator number 2, "The teaching level of sports skills," followed with the highest mean value of 3.43 and standard deviation of 0.54, which is also interpreted as "Agree/Influential." This means that the active involvement of PE teachers in guiding students' extracurricular sports activities and the effectiveness of their teaching in sports skills significantly influence the development of campus sports culture. As affirmed by Leeder et al., (2021), the direct engagement of PE teachers in students' sports activities fosters a supportive and encouraging sports environment. At the same time, the reason why the teaching level of sports skills have become the influencing factor of the front is mainly because the level of physical education teachers' skills teaching directly affects the degree of mastery of student sports skills, the enthusiasm of classroom learning, and the continuity of extra-curricular exercises.

Meanwhile, indicator number 7, "The importance that PE teachers attach to students' after-school sports training," gained the lowest mean value of 3.40 and standard deviation of 0.55, which is interpreted as "Agree/Influential," and indicator number 9, "The full play of the role of counselors in the construction of sports culture," followed with the lowest mean value of 3.40 and standard deviation of 0.54, which is also interpreted as "Agree/Influential." Although, the indicators obtain the lowest means, it also depicts positive results. This implies that the emphasis placed by PE teachers on students' after-school sports training and the involvement of counselors in shaping sports culture may require further attention. According to Liu & Liu (2021), the active involvement of counselors and the encouragement of after-school sports training by PE teachers contribute significantly to the holistic development of students and the promotion of a positive sports culture on campus.

Considering the data gathered, the school should take measures to mobilize the enthusiasm of PE teachers after-school sports training and attach importance to the role of counselors in cultivating campus sports culture. As we all know, the most direct purpose of after-school sports training for PE teachers is to participate in sports competitions and achieve excellent results, and many times can be among the best in the competition, which undoubtedly promotes the development of campus sports culture of the school. In addition, the role of counselors in the development of campus sports culture has been gradually explored, and some domestic research materials have been elaborated. What should be done is to find a specific path to match, in order to maximize the role of counselors in promoting campus sports culture.

**Table 7. Influencing Factors that Affect the Development of Campus Sports Culture as to Student Factors**

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Students' attitude towards physical exercise has an impact on the development of campus sports culture.	3.41	0.54	Agree/ Influential	6.5
2. Students' understanding of sportsmanship has an impact on the development of campus sports culture.	3.42	0.54	Agree/ Influential	3
3. Students' mastery of sports knowledge (the origin of sports, judging methods, organizing methods, etc.) has an impact on the development of campus sports culture.	3.41	0.53	Agree/ Influential	6.5
4. Students' mastery of sports skills (sports techniques, tactics, practice methods) has an impact on the development of campus sports culture.	3.40	0.55	Agree/ Influential	9.5
5. Students' mastery of physical health knowledge (health management, nutrition and hygiene, sports injury prevention and treatment, etc.) has an impact on the development of campus sports culture.	3.42	0.53	Agree/ Influential	3
6. The frequency of students' participation in sports activities or competitions has an impact on the development of campus sports culture.	3.40	0.54	Agree/ Influential	9.5
7. Students' satisfaction with school sports venues and sports equipment has an impact on the development of campus sports culture.	3.43	0.54	Agree/ Influential	1
8. Students' satisfaction with PE teachers has an impact on the development of campus sports culture.	3.41	0.55	Agree/ Influential	6.5
9. Students' satisfaction with sports books, network resources and multimedia resources have an impact on the development of campus sports culture.	3.41	0.53	Agree/ Influential	6.5
10. Students' satisfaction with the school sports management system has an impact on the development of campus sports culture.	3.42	0.54	Agree/ Influential	3
<b>Composite Mean</b>	<b>3.41</b>	<b>0.50</b>	<b>Agree/Influential</b>	

LEGEND: STRONGLY AGREE/HIGHLY INFLUENTIAL (4) =3.51-4.0); AGREE/INFLUENTIAL (3) =2.51-3.50); DISAGREE /SLIGHTLY INFLUENTIAL (2) =1.51-2.50); STRONGLY DISAGREE/NO INFLUENCE AT ALL (1) =1.0-1.50)

Table 7 displays the influencing factors that affect the development of campus sports culture as to school factors. It is observed that all indicators are interpreted as "Agree/Influential" with a composite mean of 3.41 and a standard deviation of 0.50. It is noted that indicator 1, "Students' attitude towards physical exercise," has a mean of 3.41 and a standard deviation of 0.54, while indicator 2, "Students' understanding of sportsmanship," has a mean of 3.42 and a standard deviation of 0.54. Furthermore, indicator 3, "Students' mastery of sports knowledge," has a mean of 3.41 and a standard deviation of 0.53, while indicator 4, "Students' mastery of sports skills," has a mean of 3.40 and a standard deviation of 0.55. Additionally, indicator 5, "Students' mastery of physical health knowledge," has a mean of 3.42 and a standard deviation of 0.53, while indicator 6, "The frequency of students' participation in sports activities or competitions," has a mean of 3.40 and a standard deviation of 0.54.

Moreover, indicator 7, "Students' satisfaction with school sports venues and sports equipment," has a mean of 3.43 and a standard deviation of 0.54, while indicator 8, "Students' satisfaction with PE teachers," has a mean of 3.41 and a standard deviation of 0.55. In addition, indicator 9, "Students' satisfaction with sports books, network resources and multimedia resources," has a mean of 3.41 and a standard deviation of 0.53, while indicator 10, "Students' satisfaction with the school sports management system," has a mean of 3.42 and a standard deviation of 0.54.

Additionally, it is noted that indicator number 7, "Students' satisfaction with school sports venues and sports equipment," gained the highest mean value of 3.43 and standard deviation of 0.54, which is interpreted as "Agree/Influential," and indicator number 10, "Students' satisfaction with the school

sports management system," followed with mean value of 3.42 and standard deviation of 0.54, and interpreted also as "Agree/Influential. This means that students' satisfaction with sports facilities and their active participation in sports activities significantly influence the development of campus sports culture. As affirmed by Vogel & Côté (2020), the availability of high-quality sports facilities and opportunities for students to engage in sports activities play key roles in fostering a positive sports culture on campus.

However, indicator number 4, "Students' mastery of sports skills," gained the lowest mean value of 3.40 and standard deviation of 0.55, which is interpreted as "Agree/Influential," and indicator number 6, "The frequency of students' participation in sports activities or competitions," followed with the lowest mean value of 3.40 and standard deviation of 0.54, which is also interpreted as "Agree/Influential." Although it is considered the indicators with the lowest mean, it also denotes positive results. This implies that there may be room for improvement in enhancing students' mastery of sports skills and encouraging their active participation in sports activities. According to Walters et al., (2022), providing students with opportunities to improve their sports skills and promoting a culture of regular sports participation are crucial for the overall development of campus sports culture.

Considering the data gathered, the institution must initiate measures to enhance students' mastery of sports skills and encourage their active participation in sports activities to create a more vibrant and inclusive campus sports environment. Enhancing students' mastery of sports skills and encouraging their active participation in sports activities is paramount for fostering a vibrant and inclusive campus sports environment.

**Table 8.** Summary on the Influencing Factors that Affect the Development of Campus Sports Culture

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. School Factors	3.39	0.51	Agree/ Influential	3
2. Teacher Factors	3.42	0.50	Agree/ Influential	1
3. Student Factors	3.41	0.50	Agree/ Influential	2
<b>Overall Mean</b>	<b>3.41</b>	<b>0.49</b>	<b>Agree/Influential</b>	

LEGEND: STRONGLY AGREE/HIGHLY INFLUENTIAL (4) =3.51-4.0); AGREE/INFLUENTIAL (3) =2.51-3.50); DISAGREE /SLIGHTLY INFLUENTIAL (2) =1.51-2.50); STRONGLY DISAGREE/NO INFLUENCE AT ALL (1) =1.0-1.50)

Table 8 denotes the summary on the influencing factors that affect the development of campus sports culture. It is observed that all indicators are interpreted as "Agree/Influential" with a composite mean of 3.41 and a standard deviation of 0.49. It is noted that indicator 1, "School Factors," has a mean of 3.39 and a standard deviation of 0.51, while indicator 2, "Teacher Factors," has a mean of 3.42 and a standard deviation of 0.50. Furthermore, indicator 3, "Student Factors," has a mean of 3.41 and a standard deviation of 0.50.

Furthermore, it is noted that indicator number 2, "Teacher Factors," gained the highest mean value of 3.43 and standard deviation of 0.50, which is interpreted as "Agree/Influential." This means that teacher-related factors play a significant role in the development of campus sports culture. Teachers' attitude, teaching level, and involvement in sports-related activities likely contribute significantly to shaping students' engagement in sports. As affirmed by previous research Hastie & Klein (2019), the influence of teachers on students' attitudes and behaviors towards sports is well-documented. To explore the reasons, the teaching level of physical education teachers has a direct impact on students' mastery and application of physical education skills, and also affects students' enthusiasm in class learning and the frequency of participating in physical exercise and activities after class to a large extent. A good PE teacher can make a student fall in love with a sport, and possibly even keep the sport with the student for life. In addition, teachers' guidance to students' after-school sports is also very important to strengthen the campus sports culture. The interaction between teachers and students in extracurricular sports activities can promote the emotional communication between teachers and students, fully play the role of sports teachers to lead, and stimulate students' enthusiasm for sports.

However, indicator number 1, "School Factors," gained the

lowest mean value of 3.39 and standard deviation of 0.51. Although it obtained the lowest rank, it still yields positive results. This implies that while school-related factors are still influential, they may not have as significant an impact on campus sports culture as teacher-related factors. As affirmed by Nguyen & Nguyen (2021), it is necessary for schools to reassess their approaches to promoting sports culture within their institutions and consider ways to enhance support for sports-related activities and initiatives.

Data reveals that teacher-related factors hold greater significance in shaping campus sports culture compared to school-related factors. However, both aspects are important for fostering a positive sports environment within educational institutions. Therefore, in view of teachers' factors, schools should support PE teachers to participate in extracurricular sports activities and mobilize PE teachers' participation outside the classroom. If the club teaching model can be considered, the opportunities for teachers and students to communicate and interact will be greatly increased. In view of the school factors, it can be strengthened through the following ways: 1. To promote the formation of good school sports fashion, such as regularly holding school traditional sports, and increasing the promotion and publicity of sports spirit; 2. To improve the teaching level of PE teachers can be achieved by implementing teacher training plans and holding teaching competitions; 3. To optimize the school sports management system, learn more management experience from high-level universities, and strengthen the learning and exchanges between sports departments of similar colleges and universities. The two pronged, full coordination, all-round promote the cultivation and development of campus sports culture.

3 Significant Difference on the Assessment of the Respondents on Influencing Factors that Affect the Development of Campus Sports Culture

**Table 9.** Significant Difference of the Influencing Factors that Affect the Development of Campus Sports Culture as to Sex

INDICATORS	SEX	MEAN	SD	T-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1. School Factors	Male	3.43	0.51	0.04	0.84	Accept	Not Significant
	Female	3.36	0.50				
2. Teacher Factors	Male	3.46	0.49	0.40	0.53	Accept	Not Significant
	Female	3.38	0.51				
3. Student Factors	Male	3.46	0.49	0.16	0.69	Accept	Not Significant
	Female	3.37	0.50				
OVERALL	Male	3.45	0.49	0.03	0.85	Accept	Not Significant
	Female	3.37	0.49				

@.05 Level of significance

Table 9 depicts the significant difference on the assessment of the respondents on influencing factors that



affect the development of campus sports culture as to sex. Data affirms that the indicators assessed across different sex groups indicate significant variations in the assessment of the respondents in terms of school factors, teacher factors and student factors and the overall assessment within the context of influencing factors that affect the development of campus sports culture with an overall t value of 0.03 and sig value of 0.85 that leads to the acceptance of the null hypothesis.

This implies that, despite potential variations in individual responses between male and female respondents, these differences do not contribute significantly to the overall assessment of influencing factors affecting the development of campus sports culture. In essence, sex does not appear to

be a determining factor in how individuals perceive the importance or impact of school factors, teacher factors, and student factors on the development of sports culture within the campus environment. In the similar study of Kirk & Erwin (2020), mentioned that gender and sports show that while societal norms and expectations may shape individuals' perceptions to some extent, the fundamental factors influencing campus sports culture are generally perceived similarly across genders. Therefore, efforts to enhance and promote campus sports culture should

be inclusive and considerate of all individuals, regardless of sex, as the perceived influencing factors are generally consistent across both male and female respondents.

**Table 10.** Significant Difference of the Influencing Factors that Affect the Development of Campus Sports Culture as to Age

INDICATORS	AGE	M	SD	F-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
<b>1. School Factors</b>	17-18 Years Old	3.33	0.48	0.51	0.60	Accept	Not Significant
	19-20 Years Old	3.41	0.52				
	21 Years Old and Above	3.39	0.49				
	Total	3.39	0.51				
<b>2. Teacher Factors</b>	17-18 Years Old	3.35	0.47	0.50	0.61	Accept	Not Significant
	19-20 Years Old	3.43	0.52				
	21 Years Old and Above	3.42	0.49				
	Total	3.42	0.50				
<b>3. Student Factors</b>	17-18 Years Old	3.37	0.50	0.29	0.75	Accept	Not Significant
	19-20 Years Old	3.41	0.51				
	21 Years Old and Above	3.43	0.48				
	Total	3.41	0.50				
<b>OVERALL</b>	<b>17-18 Years Old</b>	<b>3.35</b>	<b>0.47</b>	<b>0.39</b>	<b>0.68</b>	<b>Accept</b>	<b>Not Significant</b>
	<b>19-20 Years Old</b>	<b>3.41</b>	<b>0.50</b>				
	<b>21 Years Old and Above</b>	<b>3.41</b>	<b>0.48</b>				
	<b>Total</b>	<b>3.41</b>	<b>0.49</b>				

Table 10 denotes the significant difference on the assessment of the respondents on influencing factors that affect the development of campus sports culture as to age. Data confirms that there are notable differences in respondents' assessments of school, teacher, and student factors as well as the overall assessment in relation to influencing factors that impact the growth of campus sports culture with regards to age. With an overall f value of 0.39 and sig value of 0.68, this indicates that the null hypothesis is accepted.

This means that while there may be some differences in how individuals of different age groups perceive factors such as school, teacher, and student influences on campus sports culture, these differences do not hold statistical weight. Individuals of different age groups have experienced different stages of life and educational settings. Older individuals may have more extensive experiences with sports culture, both in their educational journey and beyond, influencing how they perceive its factors. Conversely, younger individuals may have limited exposure, shaping their perceptions differently. (Telford et al., 2020). However, the age span between freshman and senior is very small, only three or four years, so although there will be differences in cognition and opinion, the difference is very small. Thus, efforts to understand and address the dynamics of campus sports culture should not

overly focus on age as a determining factor in perceptions or experiences.

Table 11 depicts the significant difference on the assessment of the respondents on influencing factors that affect the development of campus sports culture as to grade level. Data demonstrates that respondents' evaluations of school, teacher, and student factors, as well as their overall assessment of the influencing factors that contribute to the development of campus sports culture, differ significantly in terms of grade level. With overall f value of 1.43 and a sig value of 0.23 the null hypothesis is accepted.

This means that while there may be some differences in how individuals in various grade levels perceive factors such as school, teacher, and student influences on campus sports culture, these differences do not hold statistical weight. Different grade levels correspond to different developmental stages in individuals' lives. Younger students may have different priorities and perceptions compared to older students. (Wentzel & Miele, 2020) Therefore, efforts to understand and address the dynamics of campus sports culture should not overly focus on grade level as a determining factor in perceptions or experiences. Instead, interventions and initiatives aimed at fostering a positive sports culture on campus should consider a diverse range of factors beyond grade level, ensuring inclusivity and relevance across all

educational stages.

4. Significant Relationship of the Influencing Factors that

Affect the Development of Campus Sports Culture and the Development Status of the Campus Sports Culture

**Table 11.** Significant Difference of the Influencing Factors that Affect the Development of Campus Sports Culture as to Grade Level

INDICATORS	GRADE LEVEL	MEAN	SD	F-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1.School Factors	Freshman	3.34	0.52	0.99	0.40	Accept	Not Significant
	Sophomore	3.44	0.48				
	Junior	3.41	0.49				
	Senior	3.39	0.53				
	Total	3.39	0.51				
2.Teacher Factors	Freshman	3.35	0.53	1.56	0.20	Accept	Not Significant
	Sophomore	3.47	0.50				
	Junior	3.44	0.49				
	Senior	3.43	0.49				
	Total	3.42	0.50				
3.Student Factors	Freshman	3.34	0.52	1.62	0.19	Accept	Not Significant
	Sophomore	3.47	0.50				
	Junior	3.43	0.49				
	Senior	3.43	0.46				
	Total	3.41	0.50				
<b>OVERALL</b>	<b>Freshman</b>	<b>3.34</b>	<b>0.51</b>	<b>1.43</b>	<b>0.23</b>	<b>Accept</b>	<b>Not Significant</b>
	<b>Sophomore</b>	<b>3.46</b>	<b>0.49</b>				
	<b>Junior</b>	<b>3.42</b>	<b>0.48</b>				
	<b>Senior</b>	<b>3.42</b>	<b>0.47</b>				
	<b>Total</b>	<b>3.41</b>	<b>0.49</b>				

@.05 Level of significance

**Table 12.** Significant Relationship of the Influencing Factors that Affect the Development of Campus Sports Culture and the Level of Development Status of the Campus Sports Culture

Variable Tested		R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation
School Factor	Sports Resources Culture	.724	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports System Culture	.815	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Behavior Culture	.795	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Spirit Culture	.858	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
Teacher Factors	Sports Resources Culture	.675	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports System Culture	.779	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Behavior Culture	.752	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Spirit Culture	.818	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
Student Factor	Sports Resources Culture	.685	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports System Culture	.792	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Behavior Culture	.766	Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
	Sports Spirit Culture	.831	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant
Influencing Factors that Affect the Development of Campus Sports Culture	Development Status of the Campus Sports Culture	.856	Very Strong Positive Correlation	.000	Reject/Ho not Supported	Significant

Table 12 presents the significant relationship of the influencing factors that affect the development of campus

sports culture and the level of development status of the campus sports culture. The development status of campus

sports culture includes four dimensions: sports resources, sports system, sports behavior and sports spirit.

This implies that the factors examined in the study have a substantial influence on the development of campus sports culture. Such a robust correlation underscores the importance of these factors in shaping the sporting environment within educational institutions. As affirmed by Yuan (2022), factors such as the sufficiency of sports venues and equipment, the quality of sports teaching staff, the emphasis placed by school leaders on sports activities, and the presence of sports management systems all play crucial roles in fostering a conducive environment for sports participation and development. Understanding and addressing these influencing factors effectively can lead to the enhancement and promotion of a vibrant and flourishing sports culture on campus, ultimately benefiting the overall well-being and engagement of students in sports activities.

## 8. Conclusions

Based on the summary of findings, the following conclusions were formulated.

Female respondents, along with late adolescents and freshmen, are the most engaged in campus sports culture. This observation implies that these demographic groups are likely to be key contributors to and drivers of sports activities and culture on campus. Their higher participation rate may reflect broader societal trends toward increased female involvement in sports and the significance of early college years in shaping sports engagement.

Respondents identified school, teacher, and student factors as significant contributors to the development of campus sports culture. This agreement shows that the campus sports culture is influenced by a combination of institutional policies, teacher support and attitudes, and student enthusiasm and participation. This recognition of a multifaceted influence indicates that successful development of campus sports culture requires a holistic approach that addresses each of these areas.

There is no significant difference in respondents' perceptions of factors influencing the development of campus sports culture when considering sex, age, or grade level. This implies that regardless of demographic characteristics, students generally share similar views on what affects sports culture. It indicates a common understanding of sports culture and underscores the universality of the influencing factors.

The consensus among respondents about the development status of campus sports culture in terms of sports resources, system, behavior, and spirit suggests a cohesive campus environment. This collective agreement reflects a stable and possibly mature sports culture on campus, where the majority of students recognize and understand the core elements contributing to a vibrant sports culture.

5. The lack of significant difference in the assessment of campus sports culture development based on sex, age, or grade level indicates that perceptions of sports culture's development are consistent. This consistency implies a broad-based consensus among the campus community about the state of sports culture, indicating that demographic factors do not significantly alter perceptions of the campus sports environment.

6. The significant relationship found between influencing factors and the level of development status of campus sports culture demonstrates that elements such as sports resources, systems, behavior, and spirit are integral to a thriving sports

culture. This relationship implies that enhancements in these areas can positively affect the overall development of campus sports culture.

7. Findings point to the importance of creating a comprehensive program to support and further develop campus sports culture. Given the identified factors influencing sports culture and their correlation with development status, an Enhanced Campus Sports Culture Program could serve as a strategic initiative to address these factors and ensure sustained growth and vibrancy in the campus sports community. This program could focus on bolstering resources, improving sports systems, promoting positive behavior, and fostering a strong sports spirit.

## 9. Recommendations

Based on the conclusions, the following recommendations were formulated.

1. Implement initiatives to actively involve and engage a broader demographic spectrum in campus sports culture. This could involve organizing outreach programs, creating inclusive sports events, and providing opportunities for participation tailored to the interests and needs of female, late adolescent, and freshman students. The university administration, along with student organizations and sports clubs, should collaborate to implement these initiatives effectively.

2. Foster a supportive environment within the school community by implementing measures to strengthen school factors, teacher factors, and student engagement in sports culture. This may include providing resources for sports facilities, offering professional development opportunities for teachers to support sports programs, and encouraging student-led initiatives to promote a positive sports culture. The implementation responsibility falls on the university administration, faculty members, and student organizations working together to create a conducive environment for sports culture development.

3. Develop awareness campaigns and educational programs aimed at promoting understanding and inclusivity regarding the factors influencing campus sports culture. This could involve organizing workshops, seminars, and diversity training sessions to highlight the universality of these factors and foster a culture of mutual respect and appreciation. The responsibility for implementation lies with the university administration, supported by faculty members, student leaders, and diversity and inclusion committees.

4. Invest in improving sports resources, systems, behaviors, and spirit on campus to enhance the overall sports culture. This may include upgrading sports facilities, investing in sports equipment, implementing effective coaching and training programs, and organizing events to promote sportsmanship and team spirit. The implementation should be led by the university administration in collaboration with relevant departments, sports clubs, and external partners.

5. Ensure equitable access to sports development initiatives across all demographic groups and maintain consistency in the assessment and enhancement of campus sports culture. Implement regular assessments and feedback mechanisms to monitor progress and address any disparities that may arise. The responsibility for implementation rests with the university administration, supported by faculty members, student representatives, and diversity.

6. Establish a task force comprising school administrators, teachers, students, and community members to implement

targeted strategies aimed at enhancing campus sports culture. Develop and roll out initiatives focusing on improving sports resources, systems, behavior, and spirit within the campus environment. Regular assessments will ensure the effectiveness of interventions, with adjustments made as necessary to achieve sustained improvement.

7. Develop an Enhanced Campus Sports Culture Program.

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