

College Students' Level of Participation in Physical Education & Sports, Towards Enhanced Learning Program

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Abstract: The pursuit of a comprehensive societal prosperity necessitates prioritizing public health, with physical exercise serving as a pivotal tool for both health promotion and disease prevention. Particularly, the engagement of college students in structured physical activity is critical, given their role as future leaders and influencers in society. This study, centered on Guangdong University of Science and Technology, identifies prevalent misconceptions among students regarding physical exercise and explores the underlying causes. Through literature review, questionnaires, and statistical analysis, several key findings emerge: 1. Misconceptions among students include inadequate theoretical understanding, misaligned values, behaviors, and attitudes towards sports, and a preference for practical over theoretical knowledge. 2. Common missteps in student exercise routines involve irregularity, improper duration and intensity, poor timing, suboptimal diet, limited medical supervision awareness, and lack of tailored exercise plans. 3. The root causes encompass personal factors such as attitude, consciousness, motivation, and institutional factors including teaching methodologies and policy implementation within the university. Addressing these issues requires a multifaceted approach: 1. Individuals must cultivate a correct attitude, awareness, and motivation towards exercise, enhance their sports science knowledge, and adopt scientifically sound exercise habits. 2. Educators should disseminate sports science knowledge, foster a supportive exercise culture, and collaborate with fitness apps for enhanced engagement. Reforms in teaching methods and curriculum standards are also essential. 3. Families and communities should prioritize early physical education, promote health awareness, and actively engage in exercise with children, fostering a culture of health consciousness. 4. Societal interventions should include widespread dissemination of sports knowledge, regulation of fitness apps, and policy improvements to enhance public sports facilities, management, and investment. In summary, rectifying misconceptions and fostering a culture of informed physical activity among college students requires concerted efforts from individuals, educators, families, communities, and societal institutions.

Keywords: Guangdong University of Science and Technology; Ordinary College Students; Physical Exercise.

1. Introduction

In the opinions of Chinese State Council(2009)on the implementation of the Healthy China Action, it is proposed that the people's health should be the center, a sound health education system should be established, health knowledge should be popularized, the masses should be guided to establish a correct health concept, early intervention should be strengthened, a healthy lifestyle should be formed, and the national fitness action should be implemented. Life is movement, and movement needs science."

So participating in sports activities may be worth considering and eventually become a means to improve the level of college students' sports. This could have a huge impact among students and help students improve their physical health. In fact, schools are doing their best to address student apathy or "I don't care attitude" toward physical activity. Since then, the school has held regular events for students. The school encourages student associations to organize activities to improve students' personality or social development, and encourages students to actively participate in physical exercise. The school will organize and invite some successful sports personalities to give lectures and openly talk about these issues in order to solve the attitude problems and improper behaviors prevalent among today's young people, but these public lectures have not played much effect. As time goes by, the health of students is getting worse and worse,

most students are in a state of sub-health, at present, the increase in academic pressure and some other associations attract students to make some interesting contacts, which has a side effect on students' participation in physical exercise. Therefore, the concept of the researchers' investigation will be to understand the current status of students' physical exercise, and find ways to improve students' exercise and promote students' physical fitness. The researchers will investigate by participating in school-related sports

2. Statement of the Problems

This study assessed how young people participate and experience PE and Sports in schools. This aimed to determine whether physical activities are understood and enjoyed by young people. At the end, the basis for enhanced PE Program was proposed. Specifically, it sought to answer the following questions:

1. What was the profile of the respondents in terms of:
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Time spent for physical activity
2. What was the assessment of the college students of their participation in PE with regards to:
 - 2.1. cooperative learning
 - 2.2. competitive activities
 - 2.3. school linkages to community
3. Was there a significant difference in the respondents'

assessment of participation in physical educations when their profiles are taken as test factors?

4. What was the assessment of college students participation and experience in PE?

5. Was there a statistically significant variation in the way respondents evaluate their participation and experience in physical education when their profiles are utilized as evaluative variables?

6.What were the issues and concerns that affect the understanding of young people’s participation and experiences of PE and Sport?

7. What inputs could be proposed based on the findings of the study?

3. Hypotheses

The hypothesis that were followed in the study.
Ho1: There is no significant difference in the respondents’ assessment of their participation and experience in PE when their profiles are taken as test factors.

4. Scope and Delimitation of Study

Participants included young students and physical education teachers from Guangdong University of Science and Technology, a private undergraduate institution in China. The specific objects of this study are 100 PE teachers in the Department of General Education and Continuing Education of Guangdong University of Science and Technology, and 100 students randomly selected from the whole school. The characteristic of these teachers is that they are involved in frontline teaching and have a good understanding of the specific situation of their students. The student sample comes from 100 students randomly selected from all majors and grades in the school. Founded in 2003, Guangdong University of Science and Technology is a full-time undergraduate institution approved by the Ministry of Education. The school pays attention to the coordinated development of engineering, management, economics, literature, art and other disciplines. It is located in Dongguan, "an important node city of Guangdong-Hong Kong-Macao Greater Bay Area", with two campuses in Nancheng and Songshan Lake, covering a total area of more than 2000 mu. In 2011, it was upgraded to an undergraduate university and renamed "Guangdong University of Science and Technology". In 2015, he was granted the right to award bachelor's degrees, and in 2018, he passed the undergraduate teaching qualification examination of the Ministry of Education. In 2021, it was successfully selected as the construction unit of the Master's degree awarding project in Guangdong Province, and was approved to set up a doctoral workstation in Guangdong Province. As of October 2022, the school still has two campuses in Nancheng and Songshan Lake, covering a total area of more than 2,000 mu, the library has 3,592,800 books, and the teaching equipment is worth 160 million yuan. The university offers 46 undergraduate programs and 14 junior college programs, and has 11 secondary colleges with more than 32,900 full-time students.

5. Research Design

This study adopts quantitative method and descriptive - comparative - correlation method. The survey method is based on a questionnaire of college students' participation in sports and progress towards an intensive learning program. The researchers therefore examined a statistically significant

relationship between these two key factors. Responses to the questionnaire were quantitatively examined, allowing the study to assess the relationship between study variables. The aim of this study is to create rich physical education in Guangdong University of Science and Technology to promote the combination of physical health and physical activity.

6. Research Locale and Research Participants

The study was conducted at Guangdong University of Science and Technology, Dongguan City, Guangdong Province, China. The subjects involved in this study include the physical education teachers and students of the school.

7. Sampling Method

This study used a purposeful sampling method to select groups in order to organize the data of college students participating in physical education courses. Guangdong University of Science and Technology currently has 30,000 students for the 2023-2024 academic year. Twenty percent of these people was purposively selected to participate in the study. The inclusion criteria was the number of people they currently attend sports and physical education courses, and their demographics were based on age, gender and frequency of sports and physical education participation. Students assessed their involvement and experience in sport and sport, involving sub-variables: cooperative learning, competitive play, school sport links to community sports clubs. Physical education teachers were purposefully sampled from 115 teachers. In the process of sample extraction, some of the data filled in by students and teachers were incomplete, and we excluded this part of data.

8. Results, Interpretation and Analysis

Table 1. Frequency and Percentage of Demographic Profile

Sex	Counts	% of Total
Female	89	29 %
Male	213	71 %
Age		
18 years old	118	39 %
19 years old	111	37 %
20 years old	59	20 %
21 years old and above	14	5 %
Time Spent for Physical Activity		
1 hour	113	37 %
2 hours	65	22 %
2 hours and above	18	6 %
30 minutes	106	35 %

This chapter contains both a tabular representation of the collected data and an explanation and interpretation of that data. The findings presented in this section are predicated on

the outcomes of a statistical analysis conducted utilizing Jamovi 2.3.19.

To ascertain the suitability of the parametric test for addressing the research objectives, a Shapiro-Wilk test for normality will be conducted. Parametric testing is employed when the p-values exceed the threshold of 0.05. When the data are not normally distributed and the p-values are less than 0.05, nonparametric tests will be applied.

The inquiries that were posed in the present study are reexamined. Consequently, the results, accompanied by their analysis and interpretation, are presented.

1. The profile of the respondents in terms of:

Descriptive data pertaining to the frequencies and percentages of selected college students' sex, age, and time dedicated to physical activity are displayed in Table 1. The data in the table indicates that 71% of them were male and 29% were female. This suggests that male students constitute the overwhelming majority of the respondents.

With regard to their age distribution, a mere 5% were 21 years of age or older, while 39% were 18 years old, 20% were

19 years old, and 20% were 20 years old. Descriptive statistics analysis revealed that the age of the majority of students is eighteen years.

Regarding the duration of physical activity, it was found that 37% of the participants allocated one hour, 22% utilized two hours, a mere 6% invested over two hours, and 35% dedicated thirty minutes to such activities. This indicates that one hour was devoted to physical activity by the majority of students. The demographic profile includes gender, age, and time spent for physical activity. Regarding gender, males constitute 71% of the total while females account for 29%. Age distribution is primarily concentrated in the age groups of 18 and 19 years old, comprising 39% and 37% of the total respectively. In terms of time spent for physical activity, approximately 37% of participants spend 1 hour, 22% spend 2 hours, 6% spend 2 hours and above, and 35% spend 30 minutes. The assessment of the college students of their participation in PE with regards to:

2. Cooperative Learning

Table 2. Assessment of Students' Participation in Physical Education with regards to Cooperative Learning

Indicators	Mean	SD	Verbal Interpretation	Rank
1The teacher designs lessons that focused on cooperation and social skills.	3.27	0.83	High Extent	2
2The teacher allows students to communicate and coordinate with others in the process of task completion.	3.26	0.82	High Extent	3
3Mutual encouragement among the students are promoted.	3.28	0.81	High Extent	1
4"Number Heads Together" is a strategy the teacher used in problem solving activity.	3.25	0.80	High Extent	4
5The teacher asks the class what makes them like the lessons.	3.16	0.85	High Extent	5
COMPOSITE MEAN	3.24	0.75	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent)

The evaluation of students' engagement in cooperative learning during physical education is succinctly presented in Table 2. The average score obtained was 3.24, with a standard deviation of 0.75. This suggests that there is a prevailing belief that students frequently engage in mutual encouragement ($M = 3.28$), that the instructor intentionally constructs lessons that emphasize collaboration and interpersonal abilities ($M = 3.27$), and that students are granted opportunities to coordinate and communicate with one another while undertaking assignments ($M = 3.26$).

Overall observation: The average score of all indicators is in the range of 3.16 to 3.28, and according to the legend, all fall into the "frequent (high degree)" category. This indicates that, on average, students perceive a high degree of cooperative learning elements to be present in their physical education classes. Index ranking: The highest level of mutual encouragement among students (3.28, ranked 1st) Teacher-designed curriculum focuses on collaboration and social skills (3.26, ranked 2nd) Teachers allow students to communicate and coordinate with others during the completion of tasks (3.27, ranked 3rd) "Mind-oneness" is the strategy used by teachers in problem-solving activities (3.25, ranked 4th) The teacher asked the class why they liked the course (3.16,

ranked 5th)

The highest rated indicator is mutual encouragement among students, which indicates that mutual support among classmates is an important aspect of the learning environment. This implied that students appreciate better if mutual encouragement among peers are done. The lowest-rated indicator, while still in the "high" category, involved teachers asking students what they liked about the course. This may indicate that teachers are slightly less likely to solicit feedback directly from students than other collaborative strategies. Standard deviation (SD) : The standard deviation is between 0.75 and 0.85, indicating a relatively consistent student response to each indicator. A lower standard deviation means that students are more in agreement, while a higher standard deviation indicates more variability. Here, the variability is small, indicating that there is a certain consensus among students on the views of the indicators. Advantages: The physical education curriculum successfully integrates cooperative learning strategies highly, and students feel good about it. In particular, strategies that promote mutual encouragement and cooperation among students to complete tasks are particularly effective. Room for improvement: While ratings are still high, directly soliciting reasons why

students like the course may be an area that could be improved. Enhancing this aspect may further enhance student engagement and enjoyment. Future action: It may be beneficial to maintain and possibly increase the focus on mutual encouragement and peer collaboration among students, as these aspects are highly valued by students. In addition, finding more innovative ways to systematically incorporate student feedback into curriculum planning more frequently may further enrich the cooperative learning experience in physical education. This analysis shows students' positive recognition of cooperative learning in physical education, while also providing concrete insights on the benefits and further improvements.

Liu Mingxing, Zhang Shuai, Cui Jian & Yang Wenge. (2023). Experimental research on Cooperative learning teaching model in physical education in colleges and universities proposed: China's higher education teaching reform research has made a series of achievements, but there

are still some colleges and universities to follow the traditional teaching mode, there are too much pursuit of sports technology, ignore the individual differences of students, lack of innovative ability of students. This paper expounds the definition and research status of cooperative learning teaching mode, and analyzes the role of cooperative learning teaching mode in physical education teaching in colleges and universities. The results show that cooperative learning teaching mode can help students master sports skills, improve self-efficacy and physical quality, and cultivate cooperation ability and team spirit in the learning process. In order to promote cooperative learning teaching mode to be put into practice in physical education teaching in colleges and universities, teachers' teaching concept should be updated, teachers' teaching training should be strengthened, and cooperative learning teaching mode should be optimized.

1) Competitive Games

Table 3. Assessment of Students' Participation in Physical Education with regards to Competitive Games

Indicators	Mean	SD	Verbal Interpretation	Rank
1The teacher emphasized winning than losing in games.	2.82	0.96	High Extent	4
2The teacher always gives competitive games to their class to boost confidence.	3.06	0.85	High Extent	2
3Accomplishing difficult goals is my teacher's objective in having these competitive games.	3.00	0.83	High Extent	3
4Boosting the self-esteem of all the students is targeted always.	3.18	0.86	High Extent	1
5The students are sometimes bending rules just to win.	2.66	1.09	High Extent	5
COMPOSITE MEAN	2.94	0.71	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent)

Table 3 assesses the students' participation in physical education in terms of competitive games. Based on tabulated data, it obtained a composite mean score of 2.94 and a standardized deviation of 0.71. This indicates that the students held the belief that their teacher consistently encouraged each student's self-esteem (M = 3.18), utilized competitive games as a means to bolster confidence (M = 3.06), and intended for these competitive games to facilitate the achievement of challenging objectives (M = 3.00).

Overall observation: The average scores for all indicators ranged from 2.66 to 3.18, with some of the indicators ranging from "often (high)" to "always (very high)" and some from "often (high)" to "often (high)". This indicates that students' participation in and experience of competitive games in physical education are different. Index ranking: Always working to boost the self-esteem of all students (3.18, ranked 1st)Teachers always give classes competitive games to boost confidence (3.06, ranked 2nd)Teachers set difficult goals when holding competitive games (3.00, ranked 3rd)Teachers emphasize winning over losing (2.82, ranked 4th)Students sometimes break the rules to win (2.66, ranked 4th)The highest rating indicator is that teachers are always committed to improving the self-esteem of all students, which indicates that teachers pay attention to cultivating students' self-esteem and self-confidence in physical education.

The lowest rating indicator is that students sometimes break the rules in order to win, which may mean that in competitive games some students may take unfair measures to win, which may require further attention and intervention.

Standard deviation (SD): The standard deviation is

between 0.71 and 1.09, indicating some variability in student responses to each indicator. A high standard deviation may indicate some differences in students' perceptions of some indicators. Pros: Teachers are committed to boosting students' self-esteem and confidence in physical education, which is a positive aspect. In addition, it is a commendable practice for teachers to improve students' confidence by providing competitive games.

Room for improvement: It is important to note that some students may break the rules in order to win, which may require measures to promote fair play and rule compliance. Future action: It is worthwhile to continue to focus on boosting students' self-esteem and confidence in competitive play. At the same time, teachers should strengthen the emphasis on rules and supervision of students' behavior to ensure fairness and order in the game process. This analysis provides insight into students' perceptions of competitive play in physical education, while also providing specific recommendations regarding advantages and room for improvement.

Chen Yanli. (2023). The practice research of sports games in physical education proposed: "Sports is a complex social and historical issue, which takes physical and intellectual activities as the basic subject, in accordance with the changing laws of human growth and development, knowledge production and ability training, to achieve a conscious, purposeful and organized effort to promote the overall growth and development of human beings, improve physical quality and overall education level, strengthen the body and train sports strength, improve life methods and improve the quality

of life Organized social activities." The real world is not only the rich source of sports, but also the basic destination of sports application. Through investigation and research, action research, experience summary and suggestions, this paper conducts in-depth research and data comparative analysis on

how to better integrate sports games into sports classroom teaching, and gives countermeasures and suggestions on how to correctly and efficiently use sports games and other fields.

2) School Linkages to Community

Table 4. Assessment of Students' Participation in Physical Education with regards to School Linkages to Community

Indicators	Mean	SD	Verbal Interpretation	Rank
1The teacher provides opportunities for social interaction in my sports activities.	3.17	0.86	High Extent	2
2The teacher inculcates "love for sports" by requiring students to join community sports club.	3.20	0.84	High Extent	1
3The list of community clubs that the teacher gives to the students are safe and welcoming.	3.14	0.81	High Extent	3
4Sports events in school are always tie up with the community sports clubs' activities.	3.12	0.86	High Extent	4
5There are few who join outside sports activities.	2.76	1.06	High Extent	5
COMPOSITE MEAN	3.08	0.72	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50: Often (High Extent); 3.51-4.00: Always (Very High Extent)

The evaluation of students' engagement in physical education with regard to the connection between the school and the community is presented in Table 4, with a composite mean score of 3.08 and a standard deviation of 0.72. The findings indicate that the students concur that their teacher fosters a "love for sports" among them through the mandatory participation in community sports clubs ($M = 3.20$), that their sports activities afford them opportunities for social interaction ($M = 3.17$), and that the community clubs listed by the teacher are secure and inclusive ($M = 3.14$).

Overall Situation: All indicators have mean scores ranging from 2.76 to 3.20, indicating that students generally perceive the school's efforts to promote connections with community sports clubs as "Often (High Extent)." This suggests that schools are making efforts to connect with community resources and encourage student participation in community sports activities. Indicator Ranking: Teachers encourage a love for sports by requiring students to join community sports clubs (3.20, ranked 1st) Teachers provide opportunities for social interaction (3.17, ranked 2nd)

The list of community clubs provided to students is safe and welcoming (3.14, ranked 3rd) School sports events are always linked with community sports clubs' activities (3.12, ranked 4th) Few students join external sports activities (2.76, ranked 5th) Implications: The highest-rated indicator emphasizes the importance of cultivating students' love for sports and encouraging their participation in community sports clubs. This indicates that schools value enhancing students' sports experiences and social interactions through practical activities. The lowest-rated indicator suggests that compared to other activities, only a few students participate in external sports activities, pointing to a need to further motivate students to engage in more community sports activities. Standard Deviation (SD): The standard deviations range from 0.72 to 1.06, indicating some variation in students' perceptions of these indicators, especially regarding the number of students participating in external sports activities. Strengths: The school is actively working on promoting student connections with community sports clubs, especially in encouraging club membership and providing a list of safe community clubs. Areas for Improvement: There is a need to enhance motivation for students to participate in external

sports activities, possibly by providing more information, incentives, or organizing more activities in conjunction with community clubs. Future Actions: Consider further strategies, such as increasing the involvement of parents and community members, and improving the quality and quantity of school-community club collaborations to promote comprehensive student participation and development. Through this analysis, we observe the school's proactive approaches in connecting with community resources while also identifying potential areas for improvement to encourage a more comprehensive participation of students in sports activities. Tao Chunhong (2023). In the study on the linkage model of school, family and community and the physical health promotion of children and adolescents, it is proposed that the state and the government have successively issued many documents on the promotion of children and adolescents' physical health in recent years, indicating that children and adolescents' physical health has been paid more and more attention, and the current physical health level of children and adolescents in China needs to be improved. Study the school, family and community environment related to the development of children and adolescents' physical health level, so as to promote their physical health development in the basic environment of children and adolescents. Schools play a fundamental role in the linkage model. Schools mainly use physical education, recess and some extracurricular physical exercise to promote the physical health of children and adolescents, but the level of physical activity affects the physical health level of students to a certain extent. At the same time, physical education teachers' supervision of students' physical health is not enough, often just to complete the "task ", children and adolescents need to be led and supervised during this period, otherwise they lack of consciousness. Family plays a central and bridging role in the linkage model of school, family and community. A good family atmosphere also plays a very important role, and family harmony is extremely important for children. Research shows that differences in parental preferences for physical activity can affect children. Parents are the first teachers of children, and many of children's behaviors are imitated and subtly influenced by parents. Therefore, parents' fondness for sports activities will affect children's fondness for physical

exercise and participation in sports. The community plays a guarantee role in the linkage model. The area of community sports activities is small, and children and teenagers prefer to do activities in the community, but the few venues and the large number of people limit their activities. The community sports facilities are relatively few, and the sports field area is relatively limited, so that the participation in each sport is not high, and many children who want to exercise do not have the opportunity to participate.

3. Significant difference in the respondents' assessment of participation in physical education when their profiles are taken as test factors

1) Sex

Table 5. Difference in the Assessment of Participation in Physical Education based on Sex

	t	df	p	Interpretation	Decision
Cooperative Learning	1.31	300.00	0.190	Not Significant	Accept H ₀
Competitive Games	1.13	300.00	0.258	Not Significant	Accept H ₀
School Linkages	0.93	300.00	0.353	Not Significant	Accept H ₀

Table 5 provides how the assessment of participation in physical education differs when the students are grouped based on their sex. Since all the generated p-values for cooperative ($t = 1.31$; $df = 300.00$ $p = 0.190$), competitive games ($t = 1.13$; $df = 300.00$ $p = 0.258$), and school linkages ($t = 0.93$; $df = 300.00$ $p = 0.353$) are greater than the 0.05 level of significance, the researcher will not reject the null hypothesis. Therefore, it can be deduced that the students' evaluation of physical education participation is consistent, irrespective of their assigned sex.

Interpretation: The analysis indicates that there are no significant differences between males and females in their perception of participation in Cooperative Learning, Competitive Games, and School Linkages in physical education. The p-values for all three aspects are above the commonly used significance level of 0.05, leading to the acceptance of the null hypothesis (H₀) for each.

Conclusions: Gender Differences: The findings suggest that gender does not play a significant role in how students perceive their participation in various aspects of physical education, including cooperative learning activities, competitive games, and the linkage between school and community sports programs. Educational Implications: This outcome may imply that physical education programs are equally engaging for both males and females in these areas. It emphasizes the importance of continuing to develop inclusive physical education curriculum LI DAN (2023) n the research on the relationship between college students' physical exercise attitude, exercise behavior and body self-esteem proposes: College students shoulder the heavy responsibility of building the motherland. In the university stage, the physical and mental development enters a critical period. Paying attention to the physical and mental health of college students is of great importance for cultivating a sound personality, shaping the spiritual quality of self-confidence, establishing ideals, beliefs, and life goals. The attitude towards physical exercise of college students is generally good, whether male or female, the attitude towards physical exercise is consistent.

2) Age

Table 6. Difference in the Assessment of Participation in Physical Education based on Age

	F	df1	df2	p	Interpretation	Decision
Cooperative Learning	0.06	3	298	0.979	Not Significant	Accept H ₀
Competitive Games	0.36	3	298	0.780	Not Significant	Accept H ₀
School Linkages	0.22	3	298	0.883	Not Significant	Accept H ₀

A one-way analysis of variance was performed to determine if there is a significant difference in the assessment of students' participation in physical education based on their age. The generated p-values for cooperative ($F = 0.06$; $df = 3$, 298; $p = 0.979$), competitive games ($F = 0.36$; $df = 3$, 298; $p = 0.780$), and school linkages ($F = 0.22$; $df = 3$, 298; $p = 0.883$) are all higher than the 0.05 level of significance. Therefore, the researcher will not reject the null hypothesis and will reach the conclusion that there is no variation in the evaluation of students' participation according to age.

Interpretation: These results indicate that there are no significant differences in perceptions of participation in cooperative learning, competitive games, and the linkage between school and community sports among different age groups. The p-values for all three aspects are significantly higher than the commonly accepted significance level of 0.05, leading to the acceptance of the null hypothesis in all instances.

Conclusions: Age Differences: The study finds that age does not significantly affect students' perceptions of their participation in various aspects of physical education. This suggests that students of different ages share similar experiences in these areas.

He Peng, Liu Liang, and Zhou Jun (2024) on the Educational Implications: This finding underscores the importance of physical education programs being able to engage students across different age levels. It may point to the need for physical education curricula to be designed in a way that they cater to the needs of students at different stages of development, encouraging active participation among all age groups.

3) Time Spent for Physical Activity

Table 7. Difference in the Assessment of Participation in Physical Education based on Time Spent for Physical Activity

	F	df1	df2	p	Interpretation	Decision
Cooperative Learning	0.38	3	298	0.771	Not Significant	Accept H ₀
Competitive Games	0.43	3	298	0.735	Not Significant	Accept H ₀
School Linkages	0.30	3	298	0.822	Not Significant	Accept H ₀

In order to ascertain whether there exists a statistically significant distinction in the evaluation of students' engagement in physical education according to the duration of physical activity, a one-way analysis of variance was conducted. Each of the p-values obtained, which correspond to cooperative ($F = 0.38$; $df = 3$, 298; $p = 0.771$), competitive

($F = 0.43$; $df = 3, 298$; $p = 0.735$), and school linkages ($F = 0.30$; $df = 3, 298$; $p = 0.822$) activities, exceeds the predetermined significance level of 0.05. Consequently, the researcher will not reject the null hypothesis and will conclude that the assessment of students' participation remains constant irrespective of the duration of physical activity.

Interpretation: These results indicate that the amount of time students spend on physical activity does not significantly influence their perceptions of participation in cooperative learning, competitive games, and school-community sports linkages. The p-values for all three categories are well above the common threshold for significance (0.05), suggesting that the variance in time allocated to physical activities does not lead to significant differences in how students perceive their involvement in these aspects of physical education.

Conclusion: Time Spent on Physical Activity: This analysis

suggests that differences in the amount of time students dedicate to physical activities do not play a significant role in how they assess their participation in physical education. This could mean that factors other than the quantity of time spent are more influential in shaping students' experiences and perceptions of physical education.

Tao Chunhong. (2023) on the Implications for Physical Education Programs, from the findings could inform physical education programs on the amount of time spent on physical activities is important for health and fitness, it may not directly impact students' perceptions of their participation in various educational activities. Thus, educators might focus on the quality of engagement and the richness of experiences in physical education, rather than merely the quantity of time spent.

4. The assessment of college students participation and experience in PE

Table 8. Assessment of Students' Participation and Experience in Physical Education

Indicators	Mean	SD	Verbal Interpretation	Rank
1I like competitive sports than individual sports	2.71	0.87	High Extent	9
2In general, I feel I have limited participation in school's sports.	2.53	0.81	High Extent	10
3I am treated unfairly by my team in sports activity.	1.98	0.92	Low Extent	12
4I enjoy participating in school's intramurals specially if we interact with some community sports' clubs	2.75	0.85	High Extent	7
5I have improved cognitive and motor abilities in school sports.	2.92	0.76	High Extent	4.5
6I have stronger bones and reduced the risk of obesity because of PE activities.	2.96	0.77	High Extent	3
7I improve my balance and spatial awareness.	2.97	0.78	High Extent	1.5
8I have sharpen my mental focus because of PE and Sports activities.	2.97	0.78	High Extent	1.5
9I observed that males are more favored in team sports than girls.	2.73	0.84	High Extent	8
10I feel that some PE activities are not well-thought.	2.49	0.86	Low Extent	11
11I enjoy intra-school competition as well as inter-school competition because I meet diverse group.	2.77	0.80	High Extent	6
12People would describe me as flexible and have happy disposition because of PE involvement.	2.92	0.78	High Extent	4.5
COMPOSITE MEAN	2.72	0.53	High Extent	

Legend: 1.00-1.50: Strongly Disagree (Very Low Extent); 1.51-2.50: Disagree (Low Extent); 2.51-3.50; Agree (High Extent); 3.51-4.00: Strongly Agree (Very High Extent)

Table 8 presents the assessment of students' participation and experience in physical education, which yields a composite mean score of 2.72 and a standard deviation of 0.53. This indicates that the students concur that engagement in physical education enhanced their spatial awareness and balance ($M = 2.97$), improved their mental concentration due to sports activities ($M = 2.97$), strengthened their bones, and decreased their susceptibility to obesity ($M = 2.96$). Moreover, they concur that their cognitive and motor skills improved as a result of participating in school sports ($M = 2.92$), that their participation in physical education has contributed to the development of a flexible and positive disposition ($M = 2.92$), and that they take pleasure in both intra-school and inter-school competitions due to the opportunity to interact with a variety of individuals ($M = 2.92$).

Interpretation: High Extent indicates a positive experience and agreement with the statements, while Low Extent indicates the opposite. Rank is based on the mean scores, with lower numbers indicating higher average scores.

Conclusions: There are variances in students' participation

and experiences in physical education. Students generally agree that physical education activities contribute to improved cognitive and motor skills, stronger bones, and better balance and spatial awareness. However, some students feel unfairly treated in sports activities and believe that some PE activities are not well planned. He Peng, Liu Liang, Zhou Jun(2024), in the "Research on the Significance and Influencing Factors of College Students' Participation in Sports", it is proposed that college students, as the future pillars of the country, have comprehensive quality that determines the development of future social construction. College students' participation in sports can have a positive impact on their physical health, mental health and social interaction, and lay a good foundation for their future development.

5. Significant variation in the way respondents evaluate their participation and experience in physical education when their profiles are utilized as evaluative variables

1) Sex

Table 9. Difference in the Assessment of Students' Participation and Experience based on Sex

		t	df	p	Effect Size
Participation in and Experiences of Physical Education and Sports	Male (M = 2.78) Female (M = 2.60)	2.59	300.00	0.010	0.33

The variations in the evaluation of students' participation and experience in physical education when categorized by gender are presented in Table 9. It generated a p-value of 0.010, which is lower than the 0.05 level of significance. Hence, it can be concluded that there is a significant difference in the assessment of students' participation and experience based on their gender. More precisely, there is a 33% disparity in the ratings of participation and experience in physical education and sports between male (M = 2.78) and female (M = 2.60) students. The analysis reveals a significant difference in the assessment of students' participation and experiences in physical education and sports based on sex. The effect size of 0.33 indicates a moderate effect, inferring that the difference between male and female perceptions of participation and experiences is noticeable. Specifically, males tend to have a slightly higher mean score (M = 2.78) compared to females (M = 2.60), indicating that they may perceive their participation and experiences in physical education and sports more positively. Inferring that males are basically enjoyed sports as activity. Jeffrey Kluger (2016) pointed out that gender politics and science have never gotten along very well. The patriarchal system was and is some cultures still is -based on the premise that women are more mercurial, less deliberative than men.

Table 10 presents the assessment of participation and experience in physical education of a sample of college students and how it differs when they are grouped based on their age. Since the generated p-value is 0.197, which is

higher than the 0.05 level of significance, the researcher will not reject the null hypothesis. Hence, it can be concluded that regardless of their age, their assessment of participation and experience in physical education is the same.

2) Age

Table 10. Difference in the Assessment of Participation and Experience in Physical Education based on Age

	F	df1	df2	p	Interpretation	Decision
Participation in and Experiences of Physical Education and Sports	1.57	3	298	0.197	Not Significant	Accept H0

Decision: Accept H0 (Null Hypothesis)

Conclusion: The analysis indicates that there is no significant difference in the assessment of participation and experience in physical education based on age.

The p-value of 0.197 is higher than the significance level of 0.05, indicating that the difference observed is not statistically significant.

Thus, the null hypothesis (H0) is accepted, suggesting that age does not play a significant role in how students assess their participation and experience in physical education. Rochelle. M. Eime (2016) in participation in sport has many health benefits and is popular among children.

3) Time Spent for Physical Activity

Table 11. Difference in the Assessment of Participation and Experience in Physical Education based on Time Spent for Physical Activity

	F	df1	df2	p	Interpretation	Decision
Participation in and Experiences of Physical Education and Sports	4.00	3	298	0.008	Significant	Reject H0

Based on the obtained p-value of 0.008, which is less than the predetermined significance level of 0.05, the null hypothesis will be rejected by the researcher. Therefore, based on the available sample data, it can be concluded that the evaluation of students' experience and participation in physical education differs in relation to the amount of time they dedicate to physical activity (F = 4.00; df = 3, 298; p = 0.008). The analysis indicates a significant difference in the assessment of participation and experience in physical education based on the time spent for physical activity. The p-value of 0.008 is lower than the significance level of 0.05, indicating that the observed difference is statistically significant. Therefore, the null hypothesis (H0) is rejected, suggesting that the time spent for physical activity has a significant impact on how students assess their participation and experience in physical education. Li Jiachuan, Wu Xun, Wei Yao, Xiao Mowen.(2021). Research on the promotion strategy of youth sports in China under the background of Healthy China Action proposed: To encourage adolescents to form an active and healthy lifestyle and improve their health

level, the situation of youth sports life has happiness and anxiety, the frequency of weekly physical exercise is high, and the time of each physical exercise is at a medium level, but the intensity of participation in physical activity is small, and the time distribution of physical activity is relatively uniform; The choice of physical exercise items is diverse, and the choice of physical exercise places tends to be free venues; The motivation of teenagers to participate in physical exercise is personal habits, physical fitness, disease prevention, weight loss and shape, etc. The main reasons that affect young people's participation in physical exercise include personal inertia, lack of interest in physical exercise, less spare time, insufficient facilities and venues. Promotion strategy: strengthen the role of adolescent leading factors, change their own health values; Broaden the knowledge of sports, enhance the awareness of sports, and give full play to the subjective active role of teenagers; Create a positive and healthy family sports environment; Build a school physical education environment with life as the goal; Optimize the social environment of sports and promote youth sports life.

Table 12. Tukey Post-Hoc Test – Participation in and Experiences of Physical Education and Sports

		1 hour	2 hours	2 hours and above	30 minutes
1 hour (M = 2.72)	Mean difference	—	-0.11	-0.27	0.11
	p-value	—	0.534	0.172	0.446
2 hours (M = 2.83)	Mean difference		—	-0.16	0.22
	p-value		—	0.648	0.047
2 hours and above (M = 3.00)	Mean difference			—	0.38
	p-value			—	0.025
30 minutes (M = 2.62)	Mean difference				—
	p-value				—

Analysis of the Tukey post-hoc test revealed that the differences lie between those students who have spent 2 hours and 30 minutes ($md = 0.22$), as well as 2 hours and above and 30 minutes ($md = 0.38$; $p = 0.025$). Specifically, students who have spent 2 hours ($M = 2.83$) and 2 hours and above ($M = 3.00$) scored higher in the assessment of participation and experience in physical education than those students who have spent only 30 minutes ($M = 2.62$) doing physical activity. Interpretation: The Tukey post-hoc test compares all pairs of groups to determine significant differences in the mean scores of participation and experiences in physical education and sports based on different time spent for physical activity. Mean differences represent the differences in mean scores between the respective groups. p-values indicate the significance level of the differences observed. There are no significant differences between other pairs of groups. Wang Shuying.(2013). In the study of school physical education curriculum system, it is proposed that education in the 21st century is a comprehensive education that cultivates "complete people" who can understand, work, survive and live together. Comprehensive education requires a holistic curriculum, and the holistic curriculum promotes the development of comprehensive education. As the core element of educational development and reform, curriculum should meet the needs of education and reflect the characteristics of comprehensiveness, continuity and integrity. School physical education curriculum, as an important part of the curriculum, is one of the courses with the longest duration and an important position in the whole education system. It is an organic whole composed of curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation, and it is the carrier of sports culture knowledge inheritance and the basic way to achieve the goals of school physical education. The research on school physical education curriculum system is one of the important contents of school physical education curriculum construction, which can adapt to the change of the diversity of talent needs of social development, conform to the trend of school physical education curriculum reform, and meet the needs of scientific development of school physical education curriculum.

6. Issues and concerns that affect the understanding of young people's participation and experiences of PE and Sport

Interpretation: Lack of Physical Vitality: 30 participants mentioned this issue, indicating that a significant portion of students struggle with physical strength and motivation for

physical activity. Lack of Motivation/Interest: 25 participants reported a lack of interest in physical activity, suggesting a need for strategies to increase engagement. Time management problem: 22 participants cited time constraints as a barrier to engaging in physical activity, highlighting the importance of balancing academic and physical pursuits. Effects of doing Physical Activity: 18 participants mentioned disliking the feeling of being dirty and sweating after physical activity, suggesting a potential discomfort associated with exercise.

Table 13. Coding and Frequency Responses

Issues	Narrative	How many participants mentioned it
Lack of Physical Vitality	The majority of students lack the physical strength to perform the activity, are exhausted, and are too lazy to move.	30
Lack of Motivation/Interest	The students do not have any interest in engaging in physical activity, their primary focus is not on sports, they do not enjoy participating in any sports, and they find participation in sports to be boring.	25
Time management problem	The students have expressed that they do not have sufficient time to engage in physical study because the majority of their time is consumed by their academic pursuits.	22
Effects of doing Physical Activity	The feeling of being dirty and sweating after engaging in physical activity is something that many students dislike.	18

Conclusion: These responses provide insights into the barriers and challenges students face regarding physical activity, indicating areas for intervention and improvement in promoting physical education and sports participation. Xie Min. (2024). Based on the research on the ways and methods

of mass sports participation in the context of healthy China, it is proposed that with the enhancement of health awareness and the increase of leisure time, mass sports have gradually become an important way to improve people's quality of life. Summary of findings: 1. Gender differences: Students' ratings of sports participation and experience differ significantly between genders, with male students rating more positively.

Time allocation: Students' evaluations of sports participation and experience differed significantly between different time allocations, with students who spent more time on sports activities more positively evaluating participation and experience. There is a prevailing belief that students frequently engage in mutual encouragement ($M = 3.28$), that the instructor intentionally constructs lessons that emphasize collaboration and interpersonal abilities ($M = 3.27$), and that students are granted opportunities to coordinate and communicate with one another while undertaking assignments. The average score of all indicators is in the range of 3.16 to 3.28, and according to the legend, all fall into the "frequent (high degree)" category. This indicates that, on average, students perceive a high degree of cooperative learning elements to be present in their physical education classes. The analysis reveals a significant difference in the assessment of students' participation and experiences in physical education and sports based on sex. Therefore, the null hypothesis (H_0) is rejected, suggesting that the time spent for physical activity has a significant impact on how students assess their participation and experience in physical education. Hence, it can be concluded that regardless of their age, their assessment of participation and experience in physical education is the same. The Tukey post-hoc test compares all pairs of groups to determine significant differences in the mean scores of participation and experiences in physical education and sports based on different time spent for physical activity. Issues and concerns were the following: Lack of Physical Vitality: 30 participants mentioned this issue, indicating that a significant portion of students struggle with physical strength and motivation for physical activity. Lack of Motivation/Interest: 25 participants reported a lack of interest in physical activity, suggesting a need for strategies to increase engagement. Time management problem: 22 participants cited time constraints as a barrier to engaging in physical activity, highlighting the importance of balancing academic and physical pursuits. Effects of doing Physical Activity: 18 participants mentioned disliking the feeling of being dirty and sweating after physical activity, suggesting a potential discomfort associated with exercise.

9. Conclusion

1. Responses to research questions revealed that students generally had a positive attitude toward participation and experience in physical education, that the link between school and community was affirmed, and that gender, age, and time of physical activity had no significant impact on students' evaluation of physical education.

2. Students' concerns: Students have a number of questions and concerns about sports participation and experience, such as lack of physical strength, lack of motivation/interest, time management issues and impact on sports after activities.

The misunderstanding of general college students in Guangdong University of Science and Technology in participating in physical exercise is mainly reflected in the lack of basic theoretical knowledge of college students, the deviation of sports values, sports attitude and sports behavior,

the failure to realize the integration of knowledge and action, and the emphasis on sports practice and light on sports theory.

The misunderstandings of ordinary college students in Guangdong University of Science and Technology in participating in physical exercise are mainly manifested in the frequency of physical exercise is too low, the length and intensity of physical exercise is not scientific, the selection of wrong time period of physical exercise, the exercise diet is not reasonable, the lack of medical supervision consciousness, and the lack of pertinence of exercise.

The main causes of common college students' misunderstanding of physical exercise in Guangdong University of Science and Technology include individual factors and teacher factors. Among them, individual factors such as incorrect sports attitude, weak sports consciousness, improper sports motivation and demand are the main factors that cause college students to form sports training misunderstandings. Among the factors of teachers, the teaching of college sports teachers emphasizes practice over theory, and the teaching of sports theoretical knowledge is fragmented. The school's lack of enforcement of relevant policies and systems is the secondary factor that causes college students to form a misunderstanding of physical exercises.

10. Recommendations

1. First of all, college students should correct their sports attitude, sports consciousness, sports motivation and sports needs, improve their sports science knowledge, change their wrong sports behavior, and seriously learn the basic knowledge of sports theory. Actively participate in physical exercise, develop scientific physical exercise behavior habits.

2. Secondly, teachers should popularize scientific PE knowledge, scientific PE exercise methods, PE health care, PE medical monitoring, etc., promote scientific PE culture, create a scientific PE atmosphere in schools, organize collective PE exercise activities, attach importance to PE teaching, and strictly implement the physical education syllabus in colleges and universities. Strict implementation of college physical education curriculum standards. Reasonable arrangement of physical education theory teaching hours and class hours, strict and systematic assessment of physical education theory knowledge, reasonable arrangement of course hours, improve school sports facilities and environment, implement physical education management, strengthen the management of students' physical education. At the same time, the school has formulated relevant physical education management rules and regulations, and teachers teach in strict accordance with the teaching syllabus. Pay attention to the combination of physical practice and physical theory courses, pay attention to and correct students' wrong physical exercise behaviors in the teaching process, build college online and offline physical education courses, pay attention to the interaction with students after class, and improve students' interest in physical exercise. Read the national sports policy carefully and follow it.

3. Finally, families attach importance to early family physical education for children, popularize health knowledge, guide children to establish a healthy concept from childhood, adhere to the practice of physical exercise with children, support and encourage children to do physical exercise, create a "health first" family physical exercise atmosphere, correct their attitude to physical exercise, improve their sports awareness level. Improve the level of sports consumption.

The society popularizes sports knowledge to the public, uses the Internet to spread sports value and sports culture, standardizes sports app, and strengthens cooperation and supervision between universities and sports app. Relevant state and social departments should improve relevant laws and regulations and strictly implement sports policies promulgated by the government. Improve sports facilities and environment in public places, strengthen public sports management in society, promote national fitness, build the integration of all-media and sports teaching, increase the construction of public sports facilities, invest public sports funds, and put forward the following suggestions in order to improve students' health:

Teaching method improvement: Teachers can adopt cooperative learning teaching mode, which helps students master motor skills, improve self-efficacy and physical fitness, and develop teamwork ability and team spirit.

Promote school and community links: Schools can further strengthen their ties with the community by providing more opportunities for social interaction and encouraging students to participate in community sports clubs, thereby enhancing students' love and participation in sports.

Stimulate students' interest: Schools can design more attractive sports courses and activities to stimulate students' interest and motivation in sports, such as organizing a variety of sports competitions and activities.

Addressing student concerns: Schools and educators can take steps to address some of students' concerns about sports participation, such as providing more time options, improving the curriculum, making activities more fun and engaging, and providing better facilities and equipment.

Encourage diverse participation: Schools can encourage students to participate in multiple sports activities and programs to meet the interests and needs of diverse students and to create an inclusive and diverse sports environment.

Strengthen family and social support: Families and society can provide more support and encouragement to help students develop a positive attitude towards sports and enhance their interest and motivation for sports participation.

To sum up, by improving teaching methods, strengthening the connection between school and community, stimulating students' interest, solving students' worries and strengthening family and social support, students' participation and experience in physical education can be further promoted, so as to achieve the purpose of improving students' physical and mental health and all-round development.

11. RATIONALE

Studies show that regular participation in physical activity can significantly improve an individual's physical and mental health. Considering the pressures and challenges faced by contemporary college students, promoting health through physical activity will not only improve their quality of life, but also increase learning efficiency. Physical education and sports are an important part of a student's overall education. They help students develop teamwork, leadership and social skills. This paper can explore how participation in physical activities can promote the growth of students in these non-academic areas, thereby enhancing their overall educational experience. There is some evidence that physical activity can directly and indirectly improve student learning outcomes. Exercise helps improve attention, memory, and cognitive function, all of which are necessary for learning success. Your thesis could explore this connection, in particular how this can

be achieved through an enhanced physical education program. Contemporary students face many challenges, including the negative impact of a sedentary lifestyle and the overuse of digital devices. By examining the role of physical education and exercise in increasing student activity, this paper can provide important insights for education policymakers to help them design better education programs that address these modern challenges. Physical education and sports are also an important aspect of educational equity. All students, regardless of their socioeconomic background, should have the opportunity to participate in quality physical activity. This study could explore how wider social justice and equality can be promoted by improving access and inclusion in physical education. Therefore, this paper can not only discuss the current situation of college students' participation in sports and sports, but also propose strategies on how to improve students' learning and life quality through physical education and sports. Such research has important value for education policy makers, school administrators, and students themselves.

12. GENERAL OBJECTIVES

To explore and assess the degree of participation of college students in physical education and sports, and to analyze how this participation positively affects their learning programs, with the aim of proposing strategies or recommendations to further enhance the learning outcomes and overall educational experience of college students by enhancing physical education and sports programs.

Overall objective: To assess the level of college students' participation in physical education and sport, explore its potential impact on learning programs, and propose specific strategies and recommendations to enhance student learning outcomes and the overall educational experience.

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