

The Impact of After-School Physical Education Activities on the Promotion Holistic Well-Being of Non-Physical Education Majors

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Abstract: The impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors, Background to the start, followed by a review of the existing literature, point out the current gap, came up with, the impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors, Influence the theoretical framework and the research paradigm. Problem statements and hypotheses clarify the focus of the study, while importance illustrates its potential impact. In this study, literature review, interviews, questionnaires, mathematical statistics and logic analysis were used, To the impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors in Huangshan City, the teachers and students of Huangshan University were selected as the survey objects, Exploring the impact of after-school physical activity on overall health promotion in non-sports majors, The challenge of facing the construction. Finally, the development direction is put forward. It aims to provide theoretical and practical references for the impact of after-school physical activity on overall health promotion in non-sports majors. This is followed by a review of the existing literature, pointing out the current gaps. Problem statements and hypotheses clarify the focus of the study, while importance illustrates its potential impact, The impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors The challenges faced in the construction, and finally put forward the development direction. Be aimed at: be conducted to the impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors The reform provides both theoretical and practical reference. This project first develops a teacher interview outline and a student questionnaire, both of which are collected face-to-face. The questionnaire is distributed and collected on-site to ensure a high response rate. Then analyze the collected data, study the relationships between various factors, and propose targeted development paths. The impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors the challenges faced in the construction, and finally put forward the development direction. Be aimed at be conducted to the impact of after-school physical education activities on the promotion holistic well-being of non-physical education majors. The reform provides both theoretical and practical reference.

Keywords: After-school Activities; Holistic Well-being; Non-physical Education Majors.

1. Introduction

After school sports physical education activities are not only a component of rich campus cultural life, but also an important way to promote students' own healthy development, enhance teamwork spirit, improve personal quality and employment prospects. In University, students can choose from many different types of After school sports physical education activities according to their hobbies and time periods, according to their own interests and participating strengths, and to promote their overall physical health in different ways.

After school sports physical education activities, whether conducted on or off campus, are all sports activities aimed at education to achieve physical and mental health. In China, the definition of student after school sports physical education activities refers to various activities that students voluntarily participate in, in addition to required courses and elective courses. The history of after school sports physical education activities for Chinese students can be traced back to a long time ago. During the Spring and Autumn War, Confucius had already put forward the educational concept of "education without distinction" and advocated comprehensive education for students, including moral education, intelligence, physical

education, aesthetic education, and labor education. In ancient China, some private schools often organized After school sports physical education activities. These After school sports physical education activities include horse riding, archery, martial arts, Cuju, etc. With the introduction of Western education ideas into China, Chinese universities began to pay attention to After school sports physical education activities. In 1919, when Mr. Cai Yuanpei took office as the president of Peking University, he proposed the principle of "freedom of thought and inclusiveness" and encouraged students to actively participate in extracurricular activities. The Central Committee of the Communist Party of China and the State Council issued instructions on extracurricular activities for students in colleges and universities, requiring the development of extracurricular activities. Colleges and universities "actively organize students to participate in various extracurricular activities to help students improve their knowledge awareness, cultural level and work skills." After the reform and opening up, off-campus activities in colleges and universities have been further developed. According to the reform regulations promulgated in 1999 by the "Decision of the Central Committee of the Communist Party of China and the State Council on Comprehensively Promoting Quality Education in the Field of Education",

universities must "vigorously develop extracurricular activities and enrich campus cultural life."

College life is full of learning stresses and life challenges, but regular participation in sports can alleviate these stresses, and keep it healthy. Whether it's team sports or personal exercises, sports can improve heart function, increase mental strength, and prevent disease. Moreover, sports are also an important way to relieve stress, improve health, and thus improve students' happiness and quality of life. Secondly, outdoor sports are conducive to developing students' team spirit, such as football, basketball, volleyball, etc. These sports require students to work together to accomplish competitive tasks. Participation in these sports not only develops team spirit but also develops leadership, communication and problem-solving skills, which are vital in later learning and work.

Life in college is filled with too much academic pressure and life challenges, but regular participation in sports can relieve these stresses and keep you healthy. Whether it is a team sports event or an individual exercise program, exercise can improve heart function, enhance mental strength, and prevent disease. In addition, sports are also an important way to relieve stress, improve health, and improve students' happiness and quality of life. Finally, outdoor sports are conducive to cultivating students' team spirit, such as football, basketball, volleyball, etc. These sports require students to work together to complete competitive tasks. Participating in these sports can not only cultivate team spirit, but also cultivate leadership and communication skills. Ability and problem-solving skills are crucial for future study and work.

Third, college students' active participation in After school sports physical education activities can help students improve their personal qualities. Participating in sports activities can cultivate perseverance and strong will and quality, increase the power of self-control, and have a positive and optimistic spirit. Students can experience challenges and competition in competition. Learn to accept failure, become stronger mentally, and constantly improve themselves; these experiences shape students' personality and character, making them responsible and responsible people.

In addition, university After school sports physical education activities can enrich the campus life of college students and provide students with opportunities for leisure and social interaction. By participating in various sports events, competitions, and activities, college students can meet many like-minded friends, establish connections, and enhance their sense of belonging and love for campus. After school sports physical education activities are also an important way to display personal talents and improve self-worth, helping students to show their personality and abilities.

To sum up, after school sports physical education activities are an indispensable part of university life. They can promote students' physical health, enhance teamwork spirit, and improve personal quality and employment competitiveness. Therefore, college students in school should actively participate in sports activities, enjoy the fun brought by sports, and focus on cultivating their own qualities. Personal qualities and teamwork awareness will enable them to develop in the future.

2. Statement of the Problem

The objective of the study is to conduct a comprehensive survey of After-school PE Activities for teachers, college students and sports experts in Huangshan the University,

Anhui Province. Specifically, the respondents will answer the following questions:

1. What is the profile of the respondents in terms of:
Teacher
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Personal health status
 - 1.4 Educational AttainmentStudents
 - 1.5 Age
 - 1.6 Sex
 - 1.7 grade
 - 1.8 major
2. What is the assessment of the teacher respondents of the after -school activities on the well- being of the students in terms:
 - 2.1 physical
 - 2.2 mental
 - 2.3 social
 - 2.4 emotional
3. Is there significant difference on the assessment of the teacher respondents in terms students' after-school PE activities when profile is taken as test factor?
4. What is the self- assessment of the students' extracurricular sports: activities
 - 4.1 time spent in extracurricular activities
 - 4.2 Which sports am i interested in
 - 4.3 The factors that affect my participation in after-school PE activities.
 - 4.4 perception of health
5. Is there significant relationship between the assessment of teachers and student's respondent on the participation of students in extracurricular activities?
6. Based on the study results, what enhancement program can be proposed?

3. Sampling Method

Huangshan University is located in China's excellent tourist city

Huangshan City, Anhui Province, with beautiful landscapes and abundant cultural resources.

It is a comprehensive provincial undergraduate university and one of the first batch of local application-oriented high-level university construction units in Anhui Province. The university has two campuses, Hengjiang and Shuaishui, covering an area of 1800 mu. The total construction area of the campus is 637,600 m². The university has 18,226 full-time undergraduate students. There are 16 secondary colleges and 2 teaching auxiliary institutions. At present, there are 57 enrollment majors, covering eight disciplines, including engineering, management, literature, economics, art, education, science, and agriculture, forming a professional group that meets the needs of local economic and social development. The school has built a number of characteristic majors with certain influence inside and outside the province.

The sports college of Huangshan College is located in the water campus. In 2011, it was approved as the national vocational qualification training base of sports industry (NO.B.64003012017). In 2012, the earliest major of the college was Huizhou sports education specialty, and successively established three undergraduate majors: social sports guidance and management, leisure sports and sports, sports education. The existing university sports education, social sports guidance and management, sports education

(leisure sports) three teaching and research sections. There are 51 faculty and staff.

At present there are two major outdoor sports fields in the campus, the total area is 10.26 million m², and the rainbow playground is divided into the main and secondary halls, with a total area of 1.44 million m². The first floor of the main hall has a gym, each one of the martial arts, and the second floor is a comprehensive museum, including four basketball fields, twelve volleyball courts, two tennis courts and one sports dance hall.

The research population included 18,226 students and the sample size is 377 respondents and 51 teachers from the sports education College of Huangshan University. Respondents in this study will use the purposive sampling technique, also known as judgment sampling, which intentionally selects participants due to the qualities they have (Etikan, 2016). Purpose sampling technique, as it is a non-random technique, does not require an underlying theory or a certain number of participants. Participate in this study.

The specific criteria for participants are as follows: (1) teachers of at least one year (2) students of at least one year (3) must be at Huangshan University; (3) willingness to study questions, knowledge and ability to participate in research.

This research paper is intended for academic purposes only and, in addition, a questionnaire that the investigators will use to collect the primary data and information from the respondents will be kept confidential.

4. RESULTS AND DISCUSSIONS

Table 1. Demographic Profile of the Teacher-Respondents

Demographic Profile	Categories	Frequency	Percentage
Age	20-25 years old	0	0.00
	26-30 years old	10	19.61
	31-35 years old	12	23.53
	36 years old and above	29	56.86
	Total	51	100.00
Sex	Male	32	62.75
	Female	19	37.25
	Total	51	100.00
Personal Health Status	Very Good	48	94.12
	Sort	3	5.88
	Weak	0	0.00
	Total	51	100.00
Educational Attainment	Bachelor's Degree	0	0.00
	Master's Degree or Above	51	100.00
	Total	51	100.00

Table 1 provides a demographic breakdown of the teacher-respondents who participated in the survey. It is divided into four main categories: Age, Sex, Personal Health Status, and Educational Attainment.

Regarding age, the table indicates a mature respondent base with the majority, 56.86% (29 individuals), being 36 years old and above. The next largest age group is those between 31-35 years old, accounting for 23.53% (12 individuals). Teachers in the 26-30 year age range make up 19.61% (10 individuals), and notably, there are no respondents in the youngest bracket,

20-25 years old.

In terms of gender distribution, the majority of the respondents are male, representing 62.75% (32 individuals) of the total. Females make up the remaining 37.25% (19 individuals), indicating a significant gender disparity among the participants.

When looking at the Personal Health Status, an overwhelming majority of the teachers consider their health status to be 'Very Good,' comprising 94.12% (48 individuals) of the respondents. Only a small fraction, 5.88% (3 individuals), rated their health as 'Fair,' and none of the respondents categorized their health as 'Weak.'

Lastly, the Educational Attainment section reveals that all the respondents have advanced degrees, with 100% (51 individuals) holding a Master's Degree or higher. This suggests that the surveyed population is highly educated, with no participants holding only a Bachelor's Degree.

Overall, the demographic profile of the survey participants depicts a group that is predominantly male, mature in age, enjoys very good health, and possesses a high level of educational attainment.

Table 2. Demographic Profile of the Student-Respondents

Demographic Profile	Categories	Frequency	Percentage
Age	18-20 years old	186	49.34%
	21-23 years old	179	47.48%
	24 years old and above	12	3.18%
	Total	377	100.00%
Sex	Male	301	79.84%
	Female	76	20.16%
	Total	377	100.00%
Grade Level	1st Year	100	26.53%
	2nd Year	100	26.53%
	3rd Year	100	26.53%
	4th Year	77	20.42%
	Total	377	100.00%
Major	Bachelor's Degree	368	97.61%
	Master's Degree and Above	9	2.39%
	Total	377	100.00%

Table 2 details the demographic characteristics of student-respondents, structured across four main categories: Age, Sex, Grade Level, and Major.

The age distribution of the students shows a young demographic, with 49.34% (186 students) aged between 18-20 years old, and 47.48% (179 students) falling within the 21-23 years old bracket. A smaller segment, 3.18% (12 students), is aged 24 years and above. This indicates that the vast majority of respondents are traditional college-age students.

In terms of sex, there is a significant skew towards male students, who make up 79.84% (301 students) of the respondents, while female students represent only 20.16% (76 students). This suggests a substantial gender imbalance within the surveyed population.

When analyzed by grade level, the data shows an even distribution among the first three years of college, with each year (1st, 2nd, and 3rd) having exactly 100 students, or 26.53% of the respondents. However, there is a notable decrease in the 4th year, with only 77 students, amounting to 20.42% of the

total. This could indicate a drop in numbers as students progress through their college years or could reflect the structure of the academic programs.

Regarding their field of study, the overwhelming majority of students, 97.61% (368 students), are pursuing a Bachelor's Degree, while a small percentage, 2.39% (9 students), are enrolled in programs leading to a Master's Degree or higher. This data confirms that nearly all the respondents are undergraduate students.

In summary, the student demographic profile from Table 2 presents a picture of a student body that is predominantly young, male, distributed evenly across the first three years of undergraduate education, and overwhelmingly enrolled in bachelor's degree programs.

Table 3. Assessment of Teachers on Student's Well Being - Physical

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
It is conducive to the students' physical health.	3.96	0.20	1	Strongly Agree/ Very Good
Let the students have enough sleep.	3.90	0.30	4	Strongly Agree/ Very Good
Let the students' physical fitness to enhance.	3.94	0.24	2	Strongly Agree/ Very Good
Keep the students energetic.	3.94	0.24	2	Strongly Agree/ Very Good
Let the students have enough physical learning.	3.88	0.33	6	Strongly Agree/ Very Good
Keep the students away from the illness.	3.90	0.30	4	Strongly Agree/ Very Good
The body shape has developed well.	3.88	0.33	6	Strongly Agree/ Very Good
Physical Well-Being	3.92	0.21	-	Strongly Agree/ Very Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 3 presents the assessment of teachers on various indicators of students' physical well-being. It comprises three columns of statistical data: the mean scores, standard deviation (SD), and rank, alongside two columns of interpretation, with one giving a verbal description and the other providing an interpretative phrase.

The indicator "It is conducive to the students' physical health" received the highest mean score of 3.96 with a standard deviation of 0.20, ranking first among the indicators. Teachers strongly agree that the environment is very good for the students' physical health.

Two indicators, "Let the students' physical fitness to enhance" and "Keep the students energetic," both scored a mean of 3.94 with a standard deviation of 0.24, sharing the second rank. Teachers strongly agree that both the enhancement of physical fitness and maintaining student energy levels are being effectively addressed.

"Let the students have enough sleep" and "Keep the students away from illness" each have a mean score of 3.90 with a standard deviation of 0.30, ranking fourth. Teachers

believe that students generally have enough sleep and are kept away from illness, reflecting a strong agreement on the importance of rest and health in student well-being.

The indicators "Let the students have enough physical learning" and "The body shape has developed well" both have a mean score of 3.88 with a higher standard deviation of 0.33, which places them at rank six. Teachers still strongly agree that students are receiving adequate physical learning and that their body shape is developing well, but there is slightly more variation in these responses compared to others.

Overall, the Physical Well-Being composite score has a mean of 3.92 with a standard deviation of 0.21. This score represents the general consensus that the teachers strongly agree that the students' physical well-being is being effectively supported, indicated by the verbal description and interpretative phrase of "Strongly Agree/ Very Good."

In summary, teachers have positively assessed the students' physical well-being across all indicators, with a strong agreement that the conditions are conducive to physical health, sleep, fitness, energy, learning, illness prevention, and overall physical development. The slight variations in agreement are indicated by the standard deviation, with the lowest variation in the first-ranked indicator, suggesting a very consistent view among teachers about the most conducive factor to students' physical health.

Xiao Wenqing, (2021), the current situation and countermeasures of health education for college students in China. Health education is an important way to improve the health knowledge level of college students, enhance their self-care ability and the sense of responsibility for social health, and form good health behavior and living habits. College students are the main force of national development, shoulder the responsibility of realizing the great rejuvenation of the Chinese nation, and are the foundation of the Chinese dream. The health of college students is directly related to the prosperity and future of the motherland, so it is of great significance for universities to carry out health education for college students. On the basis of existing research, with the present situation of college students' health literacy analysis, analyzing the urgency of college students' health education, and then the shortcomings of university health education status and to analyze and explore, seek reasonable effective solution, so as to promote the development of college students' health education work, improve college students' health status, promote the development of university health education to provide reference.

MAO Qing-gang, (2019), Research on the Evaluation System of College Students Physical Fitness and Health Management, in recent years, the decline of College Students physical health has become a problem that the whole society concerns about. Therefore, this paper analyzed the influencing factors of College Students' physical health, and tried to set up the evaluation system of College Students' physical health management, and then studied how to strengthen the physical health education of College students, and to train college students to maintain and manage their own health.

Wang hun (2023) health China vision of college students' physical health research, on the connotation of healthy China and college students' physical health, based on the analysis of the relationship between healthy China and college students' physical health, and in the healthy China vision proposed a number of strategies to promote college students' physical health level. Schools and families should change the

traditional idea in the primary and secondary schools; colleges and universities should control the physical health load in class; strengthen students and motivate the students in After-school physical education activities., aiming to improve the physical health level of college students based on health China.

Table 4. Assessment of Teachers on Student’s Well Being - Mental

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
My attitude is very positive to guide students to participate in After-school PE Activities .	3.92	0.27	1	Strongly Agree/ Very Good
I am very patient to guide students to participate in After-school PE Activities .	3.73	0.45	4	Strongly Agree/ Very Good
I can have enough energy to guide my students to participate in After-school PE Activities .	3.82	0.39	2	Strongly Agree/ Very Good
I feel happy in the After-school PE Activities .	3.55	0.50	6	Strongly Agree/ Very Good
I feel unhappy and am guiding After-school PE Activities (reversed)	3.18	0.62	7	Agree/Good
I can be respected by my students in guiding After-school PE Activities .	3.76	0.47	3	Strongly Agree/ Very Good
I can fully adapt to different environments in After-school PE Activities .	3.71	0.50	5	Strongly Agree/ Very Good
Mental Well-Being	3.67	0.24	-	Strongly Agree/ Very Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 4 illustrates the assessment of teachers regarding the mental well-being of students, specifically in the context of after-school physical education (PE) activities. The table includes a series of indicators with corresponding mean scores, standard deviations (SD), ranks, and verbal descriptions or interpretations of these scores.

The indicator concerning the teachers' attitude towards guiding students in after-school PE activities has the highest mean score of 3.92 with an SD of 0.27, placing it at the top rank. Teachers strongly agree, indicating a very positive approach to student participation in these activities.

Energy levels of teachers to guide students in after-school PE activities are also rated highly with a mean of 3.82 and an SD of 0.39, ranking second. This suggests that teachers feel they have sufficient energy for these activities and are

strongly committed to them.

Respect from students during these activities is another aspect where teachers feel positively, with a mean of 3.76 and an SD of 0.47, giving it the third rank. Teachers strongly agree that they are respected by their students in this context.

However, teachers' patience levels appear to have more variation, with a mean score of 3.73 and a higher SD of 0.45, ranked fourth. Despite this, the agreement level remains strong, suggesting that while teachers are patient, there may be more fluctuation in their experiences.

The ability of teachers to adapt to different environments in after-school PE activities scored a mean of 3.71 with an SD of 0.50, ranked fifth. Teachers agree strongly on their adaptability, although the higher standard deviation indicates a greater diversity of experiences in this area.

Happiness during after-school PE activities is rated with a mean of 3.55 and an SD of 0.50, which is the sixth rank. Teachers still strongly agree that they feel happy, but the lower mean and higher standard deviation suggest more variation in their experiences.

Interestingly, the statement about feeling unhappy while guiding after-school PE activities is phrased in the reverse and scores a mean of 3.18 with the highest SD of 0.62, ranked seventh. The agreement is positive, denoted as "Agree/Good," indicating that while teachers generally do not feel unhappy, there is significant variability in their responses.

The overall assessment for Mental Well-Being has a mean of 3.67 with an SD of 0.24. This composite score falls within the range of "Strongly Agree/ Very Good," indicating that, overall, teachers perceive their mental well-being in the context of after-school PE activities positively, although not as strongly as their attitudes or energy levels.

In conclusion, the teachers' assessment of mental well-being in relation to after-school PE activities is largely positive, with strong agreement on most indicators. However, the data also reveals areas with grea.

YU Su-mei (2019), On integrated curriculum construction promoting school physical education development The objective is to explore integrated curriculum construction promoting school physical education development. Due to the lack of integrated physical education curriculum theory support, school physical education’s status and value etc failed to be fully shown, and it is difficult to fully develop school physical education activity organization. Building an integrated physical education curriculum system that targets its basic connotations on vertical connection, horizontal consistency, intrinsic unification and form union, will make physical education classroom teaching more scientific and normative, the contents and forms of big break activities more focused, extracurricular physical exercise stipulations easier to be implemented, and extracurricular training and competition activities more substantial, and promote the comprehensive development of school physical education.

The Influence of Extracurricular Physical Activity Intervention on the Subjective Sense of Well-being of rural Left-behind Middle School Students.

Feng Jiafu, (2020), The Influence of Extracurricular Physical Activity Intervention on the Subjective Sense of Well-being of rural Left-behind Middle School Students. The experimental results show that After-school physical education activities. can effectively improve the subjective well-being of rural left-behind middle school students, but there is no obvious effect on the improvement of the parent-child relationship of left-behind middle school students,

indicating that After-school physical education activities. can not fundamentally make up for the lack of parent-child companionship and parent-child relationship. It is suggested that the rural middle schools should set up special care and service groups for the left-behind students to give more warm care and psychological counseling to the left-behind middle school students. The rural middle schools with conditions can develop a long-term mechanism for After-school physical education activities. to enrich the extracurricular life content of the left-behind students and improve the mental health level of the left-behind middle school students. Of course, what is more important is that the government, society, schools and families share and care about this special group.

Table 5. Assessment of Teachers on Student's Well Being - Social

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Help and support the students in the school.	3.84	0.37	1	Strongly Agree/ Very Good
My work prevents me from continuing to help students in After-school PE Activities .	3.06	0.70	3	Agree/Good
Most of my time I changed my plans while working at school.	3.08	0.56	2	Agree/Good
I will enjoy certain material subsidies when giving extracurricular physical guidance.	2.27	0.94	5	Agree/Good
The rules and regulations of the school support extracurricular sports tutoring.	2.18	0.71	7	Agree/Good
Social policies attach importance to After-school PE Activities .	2.25	0.80	6	Agree/Good
The school's financial funds are not enough to support After-school PE Activities.	2.39	0.60	4	Agree/Good
Social Well-Being	2.73	0.35	-	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 5 presents the teachers' assessment of the social aspects of students' well-being, particularly in the context of after-school physical education (PE) activities. The table lists various indicators along with their mean scores, standard deviations (SD), and ranks, accompanied by verbal descriptions and interpretations.

The indicator "Help and support the students in the school" received the highest mean score of 3.84 with an SD of 0.37, ranking first among the indicators. This suggests that teachers strongly agree that they provide help and support to students, indicating a positive perception of their role in student welfare.

The statement "Most of my time I changed my plans while working at school" has the second-highest mean score of 3.08 with an SD of 0.56, reflecting a general agreement among teachers that they often have to adapt their plans, which could suggest flexibility or unpredictability in their roles.

Regarding the impact of their workload, the mean score is 3.06 with the highest SD of 0.70 for the indicator "My work prevents me from continuing to help students in After-school PE Activities," ranked third. Teachers agree that their workload affects their capacity to assist in after-school activities, but the high SD indicates a wide range of experiences among respondents.

The fourth rank goes to the indicator "The school's financial funds are not enough to support After-school PE Activities," scoring a mean of 2.39 with an SD of 0.60. This reflects agreement that financial resources are insufficient, but with less consensus compared to other indicators.

More critical views are evident in the lower-ranked indicators. "The school's financial funds are not enough to support After-school PE Activities" has a mean score of 2.39, ranking fourth. The enjoyment of material subsidies for extracurricular physical guidance is even less assured, with a mean of 2.27 and the highest SD of 0.94, indicating significant variation in teachers' experiences and perceptions, ranking fifth.

The indicators "Social policies attach importance to After-school PE Activities" and "The rules and regulations of the school support extracurricular sports tutoring" have the lowest mean scores of 2.25 and 2.18 respectively, with ranks six and seven. These scores imply that teachers feel social policies and school regulations only moderately support extracurricular sports tutoring, with notable variability in opinions.

Overall, the composite score for Social Well-Being stands at 2.73 with an SD of 0.35. The general agreement level is "Agree/Good," suggesting that while teachers acknowledge some degree of support for the social aspects of after-school PE activities, there is less positivity in this area compared to the assessments of physical and mental well-being.

In summary, teachers perceive themselves as supportive and adaptable in the social context of students' well-being but recognize limitations due to workload, financial constraints, and the less supportive nature of social policies and school regulations regarding after-school PE activities. The variability in responses, especially concerning material subsidies and school support, indicates diverse experiences and potential areas for improvement in social support systems.

Chen you (2022), the present situation of the young teachers professional happiness analysis and coping strategies, points out that professional happiness is people in a professional work, through work to the heart feel satisfied, comfortable, happy subjective emotions and thought experience, is the important state of industry professional psychological evaluation index, professional happiness in industry individual differences and group consistency . Taking young teachers in colleges and universities as the research object, this paper conducts in-depth research on the professional happiness of this group, summarizes the common problems of happiness of young teachers in colleges and universities, analyzes the causes from the two dimensions of internal and external causes, and puts forward a series of strategies to improve the professional happiness of young teachers in colleges and universities.

Jiang tao (2021) college young teachers career happiness

digestion and reconstruction, young teachers is an important force in the development of higher education career, professional happiness is to support their improving business skills and teaching and scientific research prerequisite, process weakening or lack will affect their enthusiasm for education work, not only about their own physical and mental health, and about the growth of college students progress and the long-term development of colleges and universities.

Table 6. Assessment of Teachers on Student's Well Being - Emotional

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
My family is harmonious.	3.94	0.24	1	Strongly Agree/ Very Good
I have a very good relationship with my colleagues.	3.75	0.44	6	Strongly Agree/ Very Good
I have a very good relationship with my students.	3.86	0.35	2	Strongly Agree/ Very Good
The social environment is very harmonious.	3.86	0.35	2	Strongly Agree/ Very Good
I went well in my extracurricular guidance work.	3.84	0.37	4	Agree/Good
I can control my emotions and not be affected by other factors.	3.82	0.39	5	Strongly Agree/ Very Good
I basically have no bad mood.	3.63	0.49	7	Strongly Agree/ Very Good
Emotional Well-Being	3.82	0.18	-	Strongly Agree/ Very Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/ Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 6 details the assessment of teachers on the emotional well-being of students, highlighting various aspects of their interpersonal relationships and emotional states. The table displays indicators along with their mean scores, standard deviations (SD), ranks, and corresponding verbal descriptions or interpretations.

At the top of the rank with the highest mean score of 3.94 and an SD of 0.24 is the indicator "My family is harmonious." This suggests that teachers strongly agree that they come from a harmonious family background, which they perceive as very good and possibly influential on their ability to foster a positive environment for their students.

The indicators "I have a very good relationship with my students" and "The social environment is very harmonious" both score a mean of 3.86 with an SD of 0.35, tying for second rank. These scores indicate that teachers strongly agree they maintain a very good relationship with their students and that they operate within a harmonious social environment at work.

"I went well in my extracurricular guidance work" has a slightly lower mean score of 3.84 and an SD of 0.37, ranked fourth. Teachers agree that their guidance outside of regular school hours is successful, although the term "Agree/Good" instead of "Strongly Agree/Very Good" suggests a slightly more moderate view.

Closely following, the indicator "I can control my emotions and not be affected by other factors" has a mean score of 3.82 and an SD of 0.39, ranked fifth. Teachers strongly agree that they have good emotional control, indicating a high degree of emotional regulation in their professional roles.

The sixth rank is assigned to "I have a very good relationship with my colleagues," with a mean of 3.75 and an SD of 0.44. Despite being ranked lower, the strong agreement reflects a very good relationship among colleagues, which is essential for a supportive work environment.

The lowest-ranked indicator, yet still within the range of strong agreement, is "I basically have no bad mood," scoring a mean of 3.63 with an SD of 0.49. This indicates that teachers feel they generally maintain a positive mood, though with the highest standard deviation among the indicators, suggesting greater variability in this emotional aspect.

The overall assessment of Emotional Well-Being is summarized with a mean score of 3.82 and the lowest SD of 0.18. This composite score places the general consensus within the category of "Strongly Agree/ Very Good," signifying that teachers feel positively about their emotional well-being.

In conclusion, the assessment reflects that teachers perceive their emotional well-being positively, with strong relationships and a harmonious environment being key contributors. While they agree on their ability to manage their emotions and generally maintain a good mood, the variations in scores suggest some differences in individual experiences and perceptions.

Zhong min (2018), This study uses the "vocational college young teachers' occupational well-being questionnaire "to survey young teachers in some vocational colleges in Nanchang. The statistical analysis of the data shows that:1) The overall professional well-being of young teachers in Nanchang vocational colleges is general.2) In each dimension, teachers' evaluation, interpersonal relationship, value realization, school management, growth platform, working environment and atmosphere, work pressure, wages and salaries are ranked from high to low according to the average score

Table 7. Assessment of Teachers on Student's Well-Being

Domains	Mean	SD	Rank	Verbal Description/ Interpretation
Physical Well-Being	3.92	0.21	1	Strongly Agree/ Very Good
Mental Well-Being	3.47	0.24	4	Agree/Good
Social Well-Being	2.73	0.35	3	Agree/Good
Emotional Well-Being	3.82	0.18	2	Strongly Agree/ Very Good
Student Well-Being	3.48	0.12	-	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 7 synthesizes the assessment of teachers on the well-being of students across four different domains: Physical, Mental, Social, and Emotional Well-Being. Each domain is evaluated based on the mean score, standard deviation (SD), rank, and is accompanied by a verbal description or interpretation.

Physical Well-Being is at the forefront, with the highest mean score of 3.92 and an SD of 0.21, ranking first among the domains. This score reflects a strong consensus among teachers who strongly agree that the students' physical well-being is very good, suggesting that the students are in a physical environment that supports their health and fitness.

Emotional Well-Being is also rated highly with a mean of 3.82 and the smallest SD of 0.18, placing it second. The strong agreement indicates that teachers perceive the students' emotional environment as very supportive, contributing positively to their emotional health.

Social Well-Being has a notably lower mean score of 2.73 with an SD of 0.35, ranking third. The agreement is categorized as good, which indicates that while teachers recognize some positive aspects of students' social well-being, they perceive this domain as less supported compared to Physical and Emotional Well-Being.

Mental Well-Being, with a mean of 3.47 and an SD of 0.24, ranks fourth. The teachers agree that students' mental well-being is good, but this domain does not receive as strong an endorsement as Physical or Emotional Well-Being, indicating that there may be areas within the mental domain that require further attention.

The overall assessment of Student Well-Being has a mean of 3.48 with a very low SD of 0.12, which does not have a

rank but is interpreted as an agreement that students' well-being is good across all domains. The low standard deviation here suggests consistency in the teachers' perceptions of student well-being as a composite measure.

In summary, teachers perceive students to have a high level of Physical and Emotional Well-Being, with slightly lower, but still positive, assessments of Mental and Social Well-Being. The data reflects a generally positive perception of student well-being with room for improvement, particularly in the social and mental domains.

Fang tingting (2024), *Intervention Strategies for Enhancing Positive Psychological Qualities of Graduate Students through University Sports Courses from a Positive Education Perspective*, there has been a severe issue concerning the mental health of graduate students. The cultivation of positive psychological qualities can effectively assist them in coping with negative events and enhancing their levels of happiness. Physical activities serve as an effective means to promote positive psychological qualities among graduate students. However, currently, the offering of sports courses for graduate students in domestic universities is limited, and traditional physical education often neglects mental health education, resulting in the positive effects of physical activities on the physical and mental health of graduate students not being effectively realized.

Table 8. Differences in Student Well-Being based on Demographic Profile

Demographic Profile	Categories	Mean	SD	Stat. Value	P-Value	Interpretation/ Decision
Age	20-25 years old	-	-	F= 2.87	0.07	Not significant/ Accept H0
	26-30 years old	3.40	0.11			
	31-35 years old	3.51	0.11			
	36 years old and above	3.50	0.12			
Sex	Male	3.49	0.14	t= 0.23	0.82	Not significant/ Accept H0
	Female	3.48	0.09			
Personal Health Status	Very Good	3.49	0.12	F= 0.38	0.54	Not significant/ Accept H0
	Sort	3.44	0.08			
	Weak	-	-			
Educational Attainment	Bachelor's Degree	-	-	NA	NA	NA
	Master's Degree or above	3.48	0.12			

Table 8 presents an analysis of the differences in student well-being based on various demographic profiles such as Age, Sex, Personal Health Status, and Educational Attainment. For each demographic category, mean scores, standard deviations (SD), statistical values, p-values, and interpretations or decisions regarding the hypothesis are provided.

For Age, the analysis shows that the differences in student well-being across different age groups are not statistically significant. This is demonstrated by the F-value of 2.87 and a p-value of 0.07, which leads to the acceptance of the null hypothesis (H0), indicating no substantial difference in well-being due to age. The mean well-being scores are fairly close across the age groups of 26-30, 31-35, and 36 years old and above, with slightly lower mean scores for the 26-30 age group.

Regarding Sex, the t-test results in a t-value of 0.23 and a p-value of 0.82, suggesting that there is no significant difference in student well-being between male and female students. Both groups have almost identical mean well-being scores, with males at 3.49 and females at 3.48, further supporting the conclusion that sex is not a significant factor

in student well-being.

The Personal Health Status category also shows no significant differences in student well-being based on the F-value of 0.38 and a p-value of 0.54. Students who rated their health status as 'Very Good' and those who rated it as 'Fair' (denoted as 'Sort' in the table) have mean scores of 3.49 and 3.44, respectively, which are quite close, leading to the acceptance of the null hypothesis. The category 'Weak' is not applicable as there were no respondents in this category.

Educational Attainment is not analyzed in this table, as indicated by 'NA' (not applicable) entries, which may be due to the absence of variance among the respondents in this demographic (as seen in previous tables where all respondents had a Master's Degree or higher).

In summary, the data in Table 8 suggests that, according to the teachers' assessments, there are no significant differences in student well-being based on the demographic profiles of age, sex, and personal health status. This implies that these factors do not play a statistically significant role in the well-being of students as perceived by their teachers. The table does not provide information on the well-being differences based on educational attainment.

Table 9. Assessment of Students on Participation in Extracurricular Activities –Time Spent

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
I like the after-school PE activities after 4 PM.	3.29	0.73	1	Agree/Good
I like extracurricular sports after 9 a. m.	3.04	0.87	6	Agree/Good
I like after-school PE activities after 7 PM.	2.77	0.97	7	Agree/Good
I spend about 30 minutes on extracurricular sports.	3.13	0.74	3	Agree/Good
I spend about an hour on extracurricular sports at a time.	3.14	0.74	2	Agree/Good
I participate in after-school PE activities at least three times a week.	3.09	0.77	4	Agree/Good
I prefer the after-school PE Activities of individual projects to the after-school PE Activities of individual groups.	3.06	0.80	5	Agree/Good
Time Spent in Extracurricular Activities	3.07	0.61	-	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 9 presents the assessment of students regarding their participation and preferences for time spent in extracurricular activities, specifically after-school physical education (PE) activities. The table lists various indicators related to the timing and duration of these activities along with their mean scores, standard deviations (SD), and ranks, and each is accompanied by a verbal description or interpretation.

The indicator "I like the after-school PE activities after 4 PM" received the highest mean score of 3.29 with an SD of 0.73, ranking first among the time-related preferences. This suggests that students generally agree that they prefer PE activities later in the afternoon, but the relatively high standard deviation implies some variation in preference.

The second rank goes to the indicator "I spend about an hour on extracurricular sports at a time," with a mean score of 3.14 and an SD of 0.74. This indicates a general agreement that students are comfortable dedicating an hour to these activities, reflecting a standard session length that fits well with their schedules.

Closely following, the statement "I spend about 30 minutes on extracurricular sports" has a mean score of 3.13 and an SD of 0.74, ranking third. Students agree that a half-hour time commitment is also satisfactory for their participation in extracurricular sports.

The fourth rank is assigned to "I participate in after-school PE activities at least three times a week," scoring a mean of 3.09 with an SD of 0.77. This reflects a moderate agreement that students frequently engage in after-school PE activities multiple times per week.

The preference for individual projects over group activities in after-school PE has a mean score of 3.06 and an SD of 0.80, ranked fifth. Students agree that they have a slight preference for individual activities, though the higher standard deviation indicates varying opinions among them.

"I like extracurricular sports after 9 a.m." ranks sixth with a mean of 3.04 and the highest SD of 0.87, indicating agreement but with significant variability, suggesting that morning activities might not suit all students equally.

The least preferred time is "I like after-school PE activities after 7 PM," which has the lowest mean score of 2.77 and the highest SD of 0.97, ranked seventh. This indicates that while there is still general agreement, students are less inclined towards activities that occur late in the evening.

Overall, the composite score for Time Spent in Extracurricular Activities stands at 3.07 with an SD of 0.61. This score represents a general agreement that the time students spend on extracurricular activities is satisfactory, although not as strongly agreed upon as individual indicators.

In summary, the students' assessment of their participation in extracurricular activities suggests they generally agree with the timing and duration proposed, preferring after-school

activities in the late afternoon and spending around an hour at a time. However, preferences vary, particularly concerning morning activities and very late evening activities, indicating a need for flexible scheduling to accommodate diverse student preferences.

The results of this study are similar to Gao Kai (2020), promoting the strategy analysis of college students' After-school physical education activities.. According to the survey and statistics of the current college students' participation in the After-school physical education activities., we know that most students are willing to join in the After-school physical education activities.. However, in terms of the time and frequency of participating in After-school physical education activities., most students' spare time is very easy to be affected by external factors, such as physiological factors, various club activities, network chat, social networking and so on. Therefore, it is difficult for most students to participate in physical exercise every day, and the frequency and time of exercise at this stage are not conducive to the formation of students' exercise habits.

Table 10. Assessment of Students on Extracurricular Activities - Interested Sports

Categories	Frequency
Running	252
Basketball, football, table tennis and other ball games	305
Bicycle	168
Swimming	98
Mountaineering	87
Dance	47
Various competitions of sports events.	63

Table 10 provides an overview of the types of sports that students are interested in within the context of extracurricular activities. The table categorizes the sports and lists the frequency of students' interest in each category.

Running is a popular choice among students, with 252 indicating their interest in it. This high frequency suggests that running is a preferred activity, potentially due to its accessibility and the minimal equipment required.

The combined category of "Basketball, football, table tennis, and other ball games" surpasses running in popularity, with 305 students expressing their interest. The broad appeal of these ball games may be attributed to their team-based nature and the widespread cultural interest in such sports.

Bicycling also shows a significant level of interest, with 168 students choosing it. This interest might be due to the individual freedom it offers, as well as the health benefits associated with cycling.

Swimming and mountaineering are less frequent choices, with 98 and 87 students interested, respectively. These

activities may require more specialized facilities or locations, which could explain the lower numbers.

Dance, while not traditionally categorized with the other sports, garners the interest of 47 students. This suggests that dance as a form of physical activity has a niche appeal.

Lastly, various competitions of sports events have attracted the interest of 63 students, indicating that a subset of the student body is drawn to the competitive aspect of sports.

In summary, the table reflects a range of interests in extracurricular sports activities among students, with team ball games being the most popular, followed by individual activities such as running and bicycling. The variety of interests highlights the diverse appeal of different sports and suggests that students value both the social and competitive elements of extracurricular sporting activities.

Chen Rangfei, (2011) Investigation and Research on the Current Situation of After-school physical education activities. for High School Students in Nanjing - Taking Gulou District of Nanjing as an example, it can be seen that the top six choices for boys are basketball, football, badminton, and kickball. Boxing, table tennis and volleyball. The top six choices for girls are badminton, aerobics, Yikwondo, rope skipping, running, and other events. Through comparison, it is not difficult to see that there is a big difference between male and female students in project selection. Boys like sports that involve physical confrontation, strong competition, and a large amount of activity. Because girls have poor physical fitness, when choosing projects, they prefer projects with graceful postures, rhythm, entertainment, and fun.

Table 11. Assessment of Students on Participation in Extracurricular Activities –Affecting Factors

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
I participated in after-school PE activities because of my habit.	3.09	0.77	6	Agree/Good
I took part in after-school PE activities because of my interest.	3.19	0.74	1	Agree/Good
Because after-school PE activities can promote physical health, I participated in after-school PE activities.	3.19	0.71	1	Agree/Good
Because of interpersonal communication, I took part in after-school PE activities.	3.06	0.77	7	Agree/Good
Because I got in a better mood, I took part in after-school PE activities.	3.10	0.74	5	Agree/Good
I participated in after-school PE activities.	3.17	0.72	3	Agree/Good
Because of creating a better body shape, I took part in after-school PE Activities .	3.14	0.73	4	Agree/Good
Factors Affecting Participation	3.13	0.63	-	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 11 examines the reasons students participate in after-school physical education (PE) activities, providing insight into the factors that affect their involvement. The table lists various indicators, each with a corresponding mean score, standard deviation (SD), rank, and a verbal description or interpretation.

Two indicators are tied for the highest mean score of 3.19, which suggests a primary motivation for participation in after-school PE activities. The first is "I took part in after-school PE activities because of my interest," indicating that personal interest is the strongest motivator for these students. Similarly, the health benefits are equally motivating, with the same mean score for "Because after-school PE activities can promote physical health, I participated in after-school PE activities." Both indicators hold the rank of 1 and have similar standard deviations (0.74 and 0.71 respectively), suggesting a strong and consistent agreement among students on these factors.

The indicator "I participated in after-school PE activities" without further explanation has a mean score of 3.17 and an SD of 0.72, ranked third. This statement's broad nature implies that participation might be a result of a combination of factors or a general positive disposition towards these activities.

Creating a better body shape is another significant factor, with a mean score of 3.14 and an SD of 0.73, ranked fourth. This indicates that students also participate with an aim toward physical self-improvement.

The mean score for "Because I got in a better mood, I took part in after-school PE activities" is 3.10 with an SD of 0.74, ranked fifth. This suggests that mood enhancement is a recognized benefit of participating in PE activities, though it's not the foremost factor.

Participation out of habit is ranked sixth, with a mean of 3.09 and an SD of 0.77, under "I participated in after-school

PE activities because of my habit." While still agreeing that habit plays a role, it appears to be a less compelling factor compared to interest or health benefits.

Interpersonal communication is the least motivating factor for participation, with a mean of 3.06 and an SD of 0.77, ranking seventh. This indicates that while social interaction is a part of the motivation for some, it is not as strong a factor as others.

The overall assessment of "Factors Affecting Participation" has a composite mean score of 3.13 with an SD of 0.63. This general agreement suggests that, on average, students find the listed factors to be good reasons for participating in after-school PE activities, though no single factor dominates across the board.

In summary, students participate in after-school PE activities primarily due to personal interest and the perceived physical health benefits. Other factors such as mood improvement, habit, and body shaping also contribute to their participation, albeit to a lesser extent. Interpersonal communication, while still a factor, is the least cited reason among the students surveyed.

Dong Mingyuan (2021), Research on the Action Plan Design and Implementation Path of Promoting Undergraduate Sports Participation in Chinese Universities .Most of the problems in action plans come from the organization of relevant departments, lack of sports venues and equipment, school leadership and management, school teachers, cooperation with third-party organizations, and safety. The main influencing factors focus on the attention of school leaders, management systems, and In terms of implementation system, students' interests, awareness of physical exercise, safety and security, venue equipment, teachers and resource sources, social support and other aspects have a low degree of influence.

Table 12. Assessment of Students on Participation in Extracurricular Activities –Perception of Health

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
I have adequate sleep.	3.25	0.70	2	Agree/Good
I am in a very good mood.	3.28	0.69	1	Agree/Good
I exercise very well.	3.19	0.74	3	Agree/Good
I have a very good diet.	3.19	0.71	3	Agree/Good
I easily experienced anxiety or depression.	1.94	0.96	7	Disagree/Fair
My nutrition is very good.	3.16	0.71	5	Agree/Good
I have enough energy to study every day.	3.10	0.72	6	Agree/Good
Perception of Health	3.02	0.53	-	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 12 delves into how students perceive the impact of their participation in extracurricular activities on their health. This table lists various health-related indicators, each with associated mean scores, standard deviations (SD), and ranks, accompanied by a verbal description or interpretation.

The highest-rated perception among students is "I am in a very good mood," with a mean score of 3.28 and an SD of 0.69, ranking it first. This suggests that students agree that their involvement in extracurricular activities contributes positively to their mood.

Coming in a close second is "I have adequate sleep," with a mean of 3.25 and an SD of 0.70. Students agree that their participation in extracurricular activities does not significantly impede their ability to get sufficient sleep, which is an important aspect of overall health.

Two indicators are tied for the third rank with a mean score of 3.19: "I exercise very well" and "I have a very good diet." Both have similar standard deviations (0.74 and 0.71, respectively), indicating a consensus that extracurricular activities are perceived to positively affect students' exercise routines and dietary habits.

The indicator "My nutrition is very good" holds the fifth rank with a mean of 3.16 and an SD of 0.71. Students feel that their nutrition is positively aligned with their health perceptions, although this factor ranks slightly lower compared to mood and sleep.

"I have enough energy to study every day" ranks sixth with a mean score of 3.10 and an SD of 0.72. This indicates that while students agree that they maintain enough energy for daily studies, this is somewhat less influenced by their participation in extracurricular activities compared to other health factors.

Standing out in contrast to the other indicators is "I easily experienced anxiety or depression," with a mean score of 1.94 and the highest SD of 0.96, ranking it seventh. This suggests that students generally disagree that their participation in extracurricular activities leads to anxiety or depression, although the high standard deviation indicates that

experiences may vary significantly among students.

Overall, the composite "Perception of Health" has a mean score of 3.02 with an SD of 0.53, which falls under the "Agree/Good" category. This indicates that students generally perceive their health positively in relation to their participation in extracurricular activities.

In conclusion, the assessment reflects that students believe their participation in extracurricular activities has a generally positive effect on various aspects of their health, particularly mood and sleep. Although the perception of the impact on their energy for studying and nutrition is slightly less positive, it is still good. The significant variance in perceptions regarding anxiety or depression suggests that while most students do not associate extracurricular activities with negative emotional states, there is a subset of students for whom this may be a concern.

Zhang Shaokun (2021), in the study of the status of extracurricular sports for modern college students, the modern physical fitness of college students is generally weak, and some college students even fail to meet the physical fitness test assessment required for graduation. Therefore, the development of After-school physical education activities. for college students has become a priority. According to public physical education classes for college students, it can be seen that class time is limited and physical fitness goals cannot be achieved. Therefore, After-school physical education activities. for college students should be fully increased to improve the physical quality and health of college students.

Table 13. Assessment of Students on Participation in Extracurricular Activities

Domains	Mean	SD	Rank	Verbal Description/ Interpretation
Time Spent in Extracurricular Activities	3.07	0.61	1	Agree/Good
Factors Affecting Participation	3.13	0.63	4	Agree/Good
Perception of Health	3.02	0.53	3	Agree/Good
Participation in Extracurricular Activities	3.07	0.54	2	Agree/Good

Scale: 1-1.50: Strongly Disagree/Poor; 1.51-2.50: Disagree/ Fair; 2.51-3.50: Agree/Good 3.51-4.00: Strongly Agree/Very Good

Table 13 aggregates students' assessments of their participation in extracurricular activities, examining various domains such as the time spent, factors affecting participation, their perception of health, and overall participation. Each domain is analyzed with a mean score, standard deviation (SD), a rank, and is given a verbal description or interpretation.

The domain "Time Spent in Extracurricular Activities" is ranked first with a mean score of 3.07 and an SD of 0.61. This suggests that students generally agree that the amount of time they spend on extracurricular activities is satisfactory, indicating a good balance between these activities and other commitments.

"Participation in Extracurricular Activities" also has a mean score of 3.07 but with a slightly lower SD of 0.54, placing it second in the ranking. The agreement level here indicates that students generally have a positive view of their

level of participation in these activities.

The "Perception of Health" domain is ranked third with a mean score of 3.02 and the lowest SD of 0.53. This demonstrates a general consensus that participating in extracurricular activities is perceived to have a good impact on students' health, though slightly less unanimously than the time spent and overall participation.

Finally, the "Factors Affecting Participation" domain is ranked fourth with a mean of 3.13 and an SD of 0.63. Despite being ranked the lowest, the mean score is actually the highest among the domains, indicating that while there is a good level of agreement on the factors that affect participation, there is slightly more variation in students' opinions on this aspect compared to the others.

In conclusion, the assessment suggests that students have a positive perception of their engagement in extracurricular activities, with a generally good agreement across the domains. They feel that the time they invest and the factors influencing their participation are satisfactory, and they see a positive correlation between these activities and their health. The slight variations in standard deviations across the domains reflect the individual differences in students' experiences and perceptions.

Zhou Bin(2010),Discussion on the Organic Combination of After-school physical education activities. and Classroom Teaching in Colleges and Universities, The lack of sufficient time for After-school physical education activities. cannot fully meet students' exercise needs. Moreover, many students are more random and blind in After-school physical education activities., and specialized guidance needs to be improved. Based on this, the role of After-school physical education activities. cannot be fully utilized. This view is similar to the numerical view in this table, indicating that sufficient After-school physical education activities. can meet students' exercise needs.

Table 14. Relationship between Student Well-Being and Participation in Extracurricular Activities

Pearson r Coefficient	P-Value	Decision/ Interpretation
0.53 (moderate, positive)	0.000	Reject H0 / Significant

Table 14 presents statistical results examining the relationship between student well-being and their participation in extracurricular activities. The relationship is quantified using the Pearson correlation coefficient, a measure of the linear correlation between two variables, which in this case are student well-being and participation in extracurricular activities.

The Pearson r coefficient is reported as 0.53, which falls within the moderate, positive range. This indicates that there is a moderate positive correlation between student well-being and their participation in extracurricular activities. In other words, as participation in extracurricular activities increases, there tends to be an associated increase in the students' perception of their well-being.

The p-value associated with this correlation is 0.000, which is less than the conventional threshold of 0.05 for statistical significance. This very low p-value leads to the rejection of the null hypothesis (H0), which posits that there is no relationship between the two variables. Therefore, the decision or interpretation of the data is that there is a statistically significant relationship between student well-being and their participation in extracurricular activities.

In summary, the statistical analysis suggests that the more students participate in extracurricular activities, the better they rate their well-being, and this relationship is not due to random chance. It is a significant finding that underscores the positive impact of extracurricular involvement on student well-being.

Cao Caiyun (2022) has a master's thesis, The effect of participation in extracurricular sports on subjective well-being of high school students: the mediating role of intentional self-regulation Research: Through the research to clarify the impact of high school students' After-school physical education activities. on their subjective well-being, on this basis, to reveal the internal correlation between the three, and to explore the value information of improving high school students' subjective well-being in the connection. Research results: The characteristics of high school students participating in After-school physical education activities., intentional self-regulation, and subjective well-being are as follows:(1) High school students mainly participate in After-school physical education activities. with moderate-intensity sports. With more than 21 minutes, most high school students can guarantee to participate in extracurricular sports more than once a week. Boys have higher average scores than girls in the total amount ,intensity, duration and frequency of participating in extracurricular physical activities;(2)Boys have higher subjective well-being than girls, and high school students of different grades are ranked as high school sophomore>Senior three>senior one;(3)boys 'intentional self-regulation is higher than girls, and the grades of intentional self-regulation are senior three>senior two>senior one;(4)high school students participate in After-school physical education activities., intentional self-regulation and subjective well-being There is a significant correlation between the two senses, and extracurricular physical activities and intentional self-regulation have a significant positive predictive effect on subjective well-being;(5)The three dimensions of high school student's intentional self-regulation and selection, optimization and compensation are in the relationship between extracurricular physical activities and subjective well-being. The mediating effect between the senses was significant and played a partial mediating role.

5. Conclusion

1.The selected teachers' respondents have a higher level of education and longer teaching experience and they are effective teachers.

2. College students at the selected university are sufficiently effective in participating in and understanding after-school physical education activities.

3. Students' physical well-being across all indicators, with a strong agreement that the conditions are conducive to physical health, sleep, fitness, energy, learning, illness prevention, and overall physical development, suggesting a very consistent view among teachers about the most conducive factor to students' physical health.

4. Students have a positive perception of their engagement in extracurricular activities, with a generally good agreement across the domains.

5. The teachers' assessment of mental well-being in relation to after-school PE activities is largely positive, with strong agreement on most indicators. However, the data also reveals areas with greater variability, suggesting some challenges or differences in individual experiences.

6. Teachers are supportive and adaptable in the social

context of students' well-being.

7. Students participate in after-school PE activities primarily due to personal interest and the perceived physical health benefits

8. Assessment suggests that students have a positive perception of their engagement in extracurricular activities, with a generally good agreement across the domains the more students participate in extracurricular activities, the better they rate their well-being.

6. Recommendations

1. Increase the publicity of extracurricular sports activities.

Extracurricular sports activities are meaningful to all indicators of students' physical health and overall physical development. Therefore, in daily life, we should increase the publicity and education of extracurricular sports activities, and let more students and teachers understand that extracurricular sports activities are most beneficial to students' health through the campus environment, new online media and other communication methods the opinion of.

2. Enrich the content of extracurricular sports activities.

There are gender differences and time differences in the choice of extracurricular sports activities. When arranging extracurricular sports activities, we must take into account the differences in time and projects, so that students have more choices when participating in extracurricular sports activities, and better into extracurricular sports activities.

3. Strengthen the implementation of leadership in extracurricular sports activities.

Establish a special committee to be responsible for the planning, implementation and evaluation of extracurricular sports activities in schools. Provide professional guidance for extracurricular physical education activities and provide

professional development opportunities for physical education teachers to enhance their knowledge and skills in leading and directing extracurricular physical education activities.

4. Recognize and reward mentor ship and participation.

Implement a corresponding reward plan for teachers to guide extracurricular sports activities; implement a commendation program for active students who participate in extracurricular sports activities.

5. Ensure safety.

Schools should arrange qualified teachers with relevant experience to ensure the safety and scientific guidance of extracurricular sports activities. Adequate Facilities and Equipment: Provide well-maintained and safe facilities and equipment for all extracurricular sports activities, ensuring compliance with safety regulations and standards. Establish emergency plans to better handle unexpected events during extracurricular sports activities.

6. Regular feedback and surveys.

Regular feedback from students, teachers, and teachers is collected to evaluate the effectiveness of extracurricular sports activities and identify areas for improvement.

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