

## The Management of Sports-Oriented Physical Education Program in China



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**ABSTRACT:** This quantitative research determines perceptions students on the sports-oriented physical education program in a selected university in China in terms of Seasons, Team Affiliation, Formal Competition, Record Keeping, Culminating Events, and Festivity. Mean scores of each construct were used to determine satisfaction levels overall and assess differences by demographic factors, including sex and year level, through a quantitative analysis approach. Students overall rated the program highly, expressing that it is generally well-run across all dimensions. Festivity received the highest scores, highlighting students' appreciation for community development and the celebratory aspects of the program. No statistically significant differences were found by sex or year level, suggesting the program is perceived as accessible and fair for all students. Some areas for improvement were identified, such as competition fairness and record-keeping practices. Recommended adjustments include increased transparency in competition guidelines, comprehensive record-keeping practices, and introducing flexible team roles to better meet student expectations for engagement, skill development, and satisfaction within the PE program. These findings suggest that the physical education program is organized effectively to accommodate diverse student abilities, fostering an inclusive environment.

**KEYWORDS:** Physical Education Program, Program Management, Student Perceptions, Henan, China

### I. INTRODUCTION

Sports-oriented physical education (PE) programs in China are integrated within a comprehensive curriculum that emphasizes the holistic development of students' physical, intellectual, and moral capacities. The UNESCO International Charter of Physical Education and Sport states that the long-standing goal of physical education is to promote health, strength, and fitness. This goal has been changed into sports-based PE programs that teach healthy lifestyle skills and also promote them. These programs also help people value PAG opportunities that can be used outside of school, so that they can continue to behave in a way that is good for society (Koudelková & Košová, 2012). In fact, this is a vision which unites with the global educational dimension favoring values of fair play, with community based sports programs where learners through sport set off on their journey to become citizens that are attentive and respectful towards one another. The Soviet marked a great influence as it resulted with establishment of a structured PE curriculum wherein both athletic competence and extreme perfection (to the point sometimes even surgical) sports technique pursuit took places (Wu, 2013). Therefore, it has influenced modern PE policies in China. They continue to prioritize bodily fitness, academic achievement and moral development together so as to encourage an overall balanced character education due to its disciplined perception of children.

According to Siedentop, traditional PE programs generally failed to provide either context or engagement in what students were doing (thus the problem with long-term interest). In response, Sport Education values consistent teams, competitive seasons and inclusive celebrations that are at the center of creating substantial and emotionally connected PE experiences (Siedentop et al., 1997; Liang. The six basic elements of Sport Education were also described by Daryl Siedentop and are seasons, team affiliation, formal competition, record keeping, culminating events, and festivity. It is believed that these elements contribute to traditional sporting experiences that foster teamwork as well as long-term commitment and celebration for students participating in physical education programs. Hence, this research utilized these key to assess the recent situation of physical education in a particular locale in China.

In East Asian countries, the strategies of sports-based PE programs at university level are analogous in nature where students have specific team roles complementing accountability, collaboration and leadership onstage by implementing unwritten practice sessions award long-lasting competition dimensions (Choi et al., 2021).

In a management model PE teachers and coaches play indispensable role as they are entrusted not only with building physical skills but also in promoting moral and social development. It must be noted that there is a growing body of research evidence that underscores consistent reliance on instructors' character and virtues in the delivery of effective sports education as

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opposed to strictly technical pedagogical competencies. Targeted teacher training programs are required so that all Chinese PE instructors can be a positive example preparing youth to acquire social and moral resources through sports (Bronikowska et al., 2019).

### Research Questions

*What is the assessment of physical education students regarding the current management of the Sports-Oriented Physical Education Program in relation to seasons, team affiliation, official competition, record keeping, concluding events, and festivities?*

*Is there a significant difference in the assessment of physical education students regarding the current management of the Sports-Oriented Physical Education Program in relation to sex, year level and type of sports affiliation (individual, dual, team)?*

### METHODOLOGY

This study used a quantitative-comparative research design. The adoption of the quantitative-comparative research design proved suitable for this study as it facilitated the examination of associations among variables and the scrutiny of dissimilarities between cohorts. The design of the study proved advantageous in furnishing statistical information that could be utilized to ascertain the magnitude and orientation of associations among variables, along with detecting configurations and tendencies within the dataset.

The participants of the study were the total population of Physical Education students from Henan, China. At least 378 students from the 2 universities were randomly chosen using equal stratified random sampling with the use of the Qualtrics Calculator for samples at a 5% margin of error with a 95% level of confidence. In this study, a researcher-made instrument was used to collect data from the respondents. The instrument was a research tool that was created by the researcher specifically for the purpose of the study. This instrument was designed to measure the constructs under investigation and to gather data from the respondents in a systematic and standardized manner.

In analyzing the collected data, the research utilized descriptive statistics such as percentages, means, standard deviations, ranks, and frequency distributions. In addition, the t-test and the analysis of variance (ANOVA) were used to test hypotheses pertaining to the differences in the responses of the participants and assessment of physical education students regarding the current management of the Sports-Oriented Physical Education Program.

## II. RESULTS AND DISCUSSION

1. The assessment results for the sports-oriented physical education (PE) program show that students generally agree that the program is well-managed in terms: Seasons, Team Affiliation, Formal Competition, Record Keeping, Culminating Events, and Festivity. The research determined that each construct received a mean score ranging from *Agree - Managed* or 2.51 to 3.50. This suggests that the program is fulfilling its goals of fostering skill development, engagement, and enjoyment. The overall mean score of 3.08 shows this positive perception, noting a satisfactory and supportive experience for students participating in the program.

In the **Seasons** category, students rated the program with a mean score of 3.02, indicating that they agree the seasonal structure is effectively managed. Students appreciate how the season length allows adequate time for skill improvement, provides a structured timeline for goal achievement, and aligns reasonably well with their academic responsibilities. However, some variability in responses (standard deviation of .38) suggests that certain students might benefit from adjustments to the season length or scheduling, potentially to better align with their academic workload or preferred learning pace.

The overall mean for Team Affiliation was 3.06, indicating that students perceive team-based activities as beneficial for fostering a sense of belonging and promoting active engagement. Responses like "team affiliation motivates me to engage actively" and "belonging to a team enhances my sense of belonging" had scores exceeding 3.0, signifying that students appreciate the social and motivational dimensions of team membership. The standard deviation (.37) indicates variability in replies, suggesting that students with less cohesive team dynamics or assigned responsibilities perceive diminished benefits. This observation underscores a potential for the program to integrate supplementary team-building activities or to provide more adaptable roles to improve inclusion and efficacy of team affiliation.

In Formal Competition, the mean score of 3.06 indicates students' favorable perception of the program's competitive elements, highlighting that competitions enhance abilities and foster a healthy, sportsmanlike environment. The statement with the highest rating in this category (mean = 3.23) was "competitions foster a sportsmanlike atmosphere," suggesting that students believe competition promotes respect and fair play. However, the relatively low score on competition fairness (2.92) indicates that certain students identify opportunities for enhancement in the structuring and adjudication of competitions, possibly by addressing concerns regarding impartiality or the clarity of competition instructions.

The mean rating of Record Keeping was 3.05, which suggests that students generally concur that keeping track of their performance inspires them to enhance their skills. Statements such as "record-keeping fosters continuous improvement" received notably high scores (mean = 3.37), indicating that students appreciate a system that prioritizes monitoring for sustained advancement. The slightly lower ratings for the accuracy of records (mean = 3.13) and observable improvement over time (mean =

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2.85) indicate that students would benefit from improvements in the transparency and accuracy of record-keeping practices, potentially through more personalized feedback to bolster their motivation and trust in the system.

Culminating Events achieved one of the highest mean scores (3.13), indicating that end-of-season events are a significant highlight for students and offer both a sense of accomplishment and motivation to progress. Expressions such as "the culminating event allows me to showcase my acquired knowledge" and "events offer a constructive, unforgettable experience" received high ratings, underscoring the significance of these events in promoting motivation and acknowledging students' advancement. This feedback indicates that preserving these events as capstone experiences is advantageous, and expanding their scope to acknowledge additional student achievements could further augment involvement and pride.

Ultimately, Festivity achieved the highest overall mean (3.14), signifying that students place significant importance on the incorporation of festive, community-enhancing activities within the PE curriculum. The item with the highest rating in this area (mean = 3.26) was "festive elements make PE feel more enjoyable and less routine," underscoring the significance of these activities in enhancing the program's engagement and enjoyment. This feedback suggests that integrating or expanding these celebratory components could further bolster the community mood, hence enhancing motivation and involvement.

The assessment results demonstrate that students regard the sports-oriented physical education curriculum as well-managed, with each component favorably influencing their involvement and development. Although there is overall contentment in all areas, simple modifications, such as improving equity in competitions, streamlining record-keeping procedures, and synchronizing seasonal scheduling with academic requirements, could further enhance students' experiences. These enhancements would foster a more inclusive and supportive atmosphere, thereby optimizing the program's influence on educational and social results.

2. The analysis of physical education (PE) students' assessments of their sports-oriented PE program, broken down by sex, reveals no statistically significant differences across the six main constructs: Seasons, Team Affiliation, Formal Competition, Record Keeping, Culminating Events, and Festivity. Each category's mean scores indicate similar perceptions between male and female students, suggesting that the program management is equitable and consistently meets the needs of both groups.

In the **Seasons** construct, male students had a slightly higher mean score (3.05) compared to female students (3.00). The F-value of 3.103 and a significance level of .079, however, indicate that this difference is not statistically significant. Both groups generally agreed that the seasonal structure is effective for gradual skill development and engagement, suggesting that the seasonal design is well-received across sexes.

For **Team Affiliation**, male students rated this construct slightly higher (3.11) than female students (3.03), with an F-value of .007 and a significance level of .932, showing no statistically meaningful difference. This similarity in ratings suggests that both male and female students benefit from the sense of community, collaboration, and belonging fostered by team assignments within the PE program.

In terms of **Formal Competition**, female students rated this construct marginally higher, with a mean of 3.08 compared to the male mean of 3.03. However, the F-value of .100 and a significance level of .752 indicate no significant difference. Both sexes agree on the program's competitive aspect, perceiving it as well-managed and helpful for skill development and motivation.

Regarding **Record Keeping**, male students had a mean score of 3.09, slightly higher than the female mean of 3.02. Despite this difference, the F-value of 2.399 and significance level of .122 show no statistically significant difference in perceptions of this aspect. This suggests that both male and female students appreciate the role of record-keeping in tracking progress and encouraging consistent improvement.

For **Culminating Events**, mean scores were very close, with males scoring 3.13 and females scoring 3.14. The F-value of .571 and significance level of .450 indicate no significant difference, implying that both groups find value in end-of-season events as opportunities to demonstrate their progress and celebrate achievements. This shared positive perception highlights the program's effectiveness in using these events to foster a sense of accomplishment across the student body.

Lastly, **Festivity** received similar ratings from both sexes, with males scoring 3.17 and females scoring 3.13. The F-value of .270 and a significance level of .604 suggest no significant difference. Both groups seem to appreciate the festive elements of the program, which likely enhance enjoyment, build community, and break the routine of regular PE activities.

The overall assessment yielded mean scores of 3.10 for males and 3.07 for females, with an F-value of 1.839 and a significance level of .176, confirming no significant difference between sexes. This consistency across constructs indicates that the program is perceived as fairly managed and inclusive, catering to the needs of male and female students equally.

## CONCLUSION

The sports-oriented PE program evaluation indicates that students perceive its administration to be effectively meeting their needs towards six principal constructs namely, Seasons; Team Affiliation; Formal Competition (FC); Record Keeping (RK); Culminating Events (CE) and Festivity. Male and female students rated the program positively overall, which shows that it is equally organized for involvement in coursework assignments, as well its guidance of competence development process from engaging activity to motivation. In addition, the fact there were no statistically significant differences regardless of sex may support an overall

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unisex-conscious program with experience levels balanced across all participants. Even though there are mainly contented feelings, some small things might be altered along the way—more value on impartial treatment in competition and smoother record-keeping procedures—to increase how much of an influence this program has. In addition, given that students reported somewhat lower satisfaction with fairness in competition structures, it is suggested for the program to consider potential revisions to competition rules or judging criteria/feedback processes. Student perceptions of fairness and the extent of competition experience could be ameliorated by more open transparency efforts as it pertains to rulesets while also promoting participation from a greater range. Moreover, it was determined that all students did not always report equal valuing of Team Affiliation and by enhancing role flexibility within each team. Incorporating more frequent team-building activities could help to ensure all students feel equally included. Potential opportunities for creating a closer-knit team could include workshops or rotations across the teams, especially if students are not well-integrated in their current one. Several students perceived issues with seasonal scheduling not aligning well alongside academic responsibilities. Hence, one way the university can do this is by considering minor adjustments to season length and match scheduling in line with academic requirements that allow students a better work-life balance between scholastic commitments elsewhere.

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