

Educational Strategies for Enhancing College Students' Sports Awareness and Behaviour: A Study on Health Outcomes

Renyuan Zhang^{1*}, Ali Khatibi², Jacqueline Tham³

Abstract

At the university level, physical education represents both the culmination of an individual's structured physical training and a pivotal juncture for integration into social sporting circles. The manner in which students engage with physical activities during their academic tenure significantly influences their subsequent involvement in communal sports post-graduation. Consequently, it is imperative to examine the educational variables conducive to fostering positive sports consciousness and conduct among students. This study aims to scrutinize the correlation between collegiate sports awareness and behaviours to elucidate students' reasoned comprehension and acknowledgment of sports, alongside their current engagement in sporting endeavours. While sports awareness furnishes psychological underpinnings for sports-related conduct, it is not the sole determinant thereof. The holistic evaluation of collegiate sports awareness encompasses diverse facets such as health consciousness, aesthetic appreciation, emotional release, pursuit of excitement, social interactivity, and motivation for achievement. This research underscores the critical role of educational methodologies in shaping students' sports consciousness, augmenting their participation in sports, and cultivating wholesome lifestyles. By offering valuable insights into the structuring and execution of tertiary-level sports programs, this study contributes to the advancement of higher education sporting initiatives.

Keywords: University Students, Sports Awareness, Sports Behaviour, Influencing Factors, Research.

Introduction

College athletics represent an opportune period for the cultivation of college students' aptitudes towards sports, fitness awareness, and behavioural habits (Ai, 2012; Liu, 2013). The examination of the influence of collegiate sports on students' sports attitudes, encompassing their perceptions, interests, hobbies, behavioural intentions, and current sporting behaviours, bears significant practical relevance. Such understanding facilitates the targeted implementation of diverse reform initiatives within collegiate sports, aligning with the overarching goal of quality education, physical fitness enhancement, and fulfilment of students' sporting requisites. Moreover, it contributes to the cultivation of enduring sports consciousness and capabilities among college students (Chen & Guo, 2011; Yang, 2011). Hence, this inquiry delves into the present state of college students' sports consciousness and behaviours, aiming to elucidate underlying patterns, identify extant challenges, and furnish a foundational framework for the macro-

management and guidance of collegiate sports lifestyles. By doing so, it assists administrative authorities in making informed decisions concerning collegiate sports within the contemporary milieu, thereby offering a scientific foundation for advancing comprehensive reforms within the collegiate sports domain (Du, 2014).

Understanding the current state of college students' sports consciousness and behaviours, analysing the primary determinants influencing these states, and implementing targeted and efficacious measures represent pressing topics necessitating urgent research and resolution in contemporary times (Bailey, 2006; Xuan, 2015). Amidst societal progress and the imperative for high-calibre talent cultivation, college students emerge as a pivotal demographic, constituting an autonomous social cohort actively engaged in comprehension and transformation of the world, catalysing societal evolution, and standing as a fundamental force in future modernization endeavours (Koff & Bauman, 1997; Von Bothmer & Fridlund, 2005). The robust physical health and functionality underpinning this cohort's capacity to unleash their talents underscore the

¹ Doctoral candidate, Graduate School of Management, Post Graduate Centre, Management and Science University (MSU) University Drive, Off Persiaran Olahraga, Section 13, 40100 Shah Alam, Selangor Darul Ehsan, Malaysia. ORCID: <https://orcid.org/0009-0008-7339-035X>
Email: zhangrenyuan1600@163.com

² Prof Dr, Post Graduate Centre, Management and Science University (MSU) University Drive, Off Persiaran Olahraga, Section 13, 40100 Shah Alam, Selangor Darul Ehsan, Malaysia. ORCID: <https://orcid.org/0000-0002-2531-7720>, Email: alik@msu.edu.my

³ Prof Dr, Post Graduate Centre, Management and Science University (MSU) University Drive, Off Persiaran Olahraga, Section 13, 40100 Shah Alam, Selangor Darul Ehsan, Malaysia. ORCID: <https://orcid.org/0000-0003-0966-2425>, Email: jacqueline@msu.edu.my

*Corresponding Author's Email: zhangrenyuan1600@163.com

imperative for a robust hardware foundation. Accordingly, higher education mandates not only the cultivation of morally upright, cultured, disciplined individuals but also the nurturing of physically robust, exercise-conscious individuals for holistic development. Positioned as the final stage of systematic physical education and a critical nexus with social sports, university-level physical education assumes paramount importance. The attitudes and behaviours of students towards physical exercise during their academic years exert a direct influence on their subsequent engagement in social sports post-graduation (Kelinske et al., 2001; Kiliç & Çimen, 2017).

Research Objectives

The investigation into the analysis of college students' sports awareness, behaviour, and their health determinants seeks to comprehensively uncover the cognitive, attitudinal, and behavioural paradigms concerning physical exercise among college cohorts. Its primary objective is to discern and address the underlying issues contributing to the prevalent suboptimal physical fitness levels among college students, such as a dearth of sports consciousness and inadequate sports infrastructure. By delving into the myriad factors influencing collegiate physical activity behaviours, encompassing educational management, environmental factors, and individual capacities, the study endeavours to proffer efficacious strategies and recommendations for enhancing college students' physical fitness and overall health. The ramifications of this inquiry extend beyond societal advancement, facilitating the enhancement of national health metrics, to significantly impact educational spheres. It steers the reform agenda in collegiate physical education, elevating the calibre of physical education pedagogy and fostering heightened student engagement in physical activities. Furthermore, the research findings serve as a foundation for tailored health promotion initiatives, nurturing favourable exercise habits among college students. Additionally, the study contributes to theoretical advancements in the domain of physical activity and health behaviour, particularly by furnishing novel theoretical frameworks and methodological references for the application and efficacy assessment of the Knowledge, Attitude, and Practice (KAP) model within college student populations.

Value of the Study

1. **Social Value:** Enhancing the physical fitness of college students constitutes a societal imperative, bearing profound implications for national health advancement. This study offers empirical insights into strategies for fostering wholesome behaviours among young adults,

- thereby furnishing society with scientifically substantiated approaches for promoting their well-being.
2. **Educational Value:** The study findings can steer the reform of physical education in higher education institutions, enhancing its appeal and efficacy through refined teaching content and methodologies. This, in turn, augments student engagement and participation in physical education and exercise activities.
 3. **Health Promotion:** Unveiling factors influencing college students' physical education behaviour aids in crafting precise health promotion programs, fostering their well-being. Similarly, understanding factors shaping their physical activity behaviour facilitates tailored health promotion plans, nurturing positive exercise habits among students.
 4. **Theoretical Contribution:** Advancing theoretical research in physical activity and health behaviour, particularly regarding the KAP model's application among college students.

Analysis of the Current Situation of College Students' Sports Awareness and Behaviour

Sports Awareness and Sports Behaviour

Sports Awareness

Consciousness is the cognitive reflection within the human brain of the external material world, encompassing diverse mental processes such as sensation and cognition. Sports consciousness, delineated as the mental reflection of sports phenomena, nature, and principles, constitutes a cohesive framework of cognitive, emotional, volitional, and axiological activities pertaining to sports. The tiers of sports consciousness span from rudimentary perceptual awareness, through intermediate stages of familiarity and comprehension, to advanced levels characterized by a scientific and systematic apprehension of the essence and principles of sports. Sports consciousness exhibits distinct directional tendencies, exerting a significant influence over individuals' sports-related behaviours, conscientiousness, and enthusiasm for engaging in sporting activities (He, 2004; Huang & Qiying, 2019).

Firstly, intrinsic characterizes sports awareness as an intangible and imperceptible phenomenon, distinct from observable sports behaviours. Sports consciousness resides internally, necessitating analysis and inference through individuals' verbal expressions and outward actions. Secondly, objectivity underscores the dual nature of sports consciousness: as both a cerebral function and a natural attribute, with its origins rooted objectively. Thirdly, sociality emphasizes the gradual formation of sports awareness through prolonged social interactions and

environmental influences, shaped by communal engagement and practical experiences in sports. Lastly, dynamism highlights the active role of sports consciousness in regulating individuals' will, emotional responses, and other psychological processes related to sports, exerting influence over their engagement, limitations, and self-imposed standards within sporting endeavours.

Behaviour and Sports Behaviour

Behaviour occurs within the framework of societal norms, guided by human consciousness and yielding specific outcomes in objective activities (Deng, 2013; Ma & Li, 2013). It emerges as the consequence of interactions between individuals and their surroundings. Originating in the 1930s within the domain of business management research in the United States, modern behavioural science amalgamates principles from psychology, sociology, anthropology, education, and other related disciplines.

Human behaviours, encompassing those stemming from primal instincts, undergo a transformative journey from individual inception. This evolution involves interactions with others, imitation, labour, education, and various other mechanisms to align behaviours with societal and cultural norms, thereby imbuing them with social value (Huang, 2019; Li, 2008). This process, termed socialization, denotes the adaptation of human conduct to prevailing social norms and ethical standards, under the influence of the surrounding social milieu and cultural upbringing. Human society employs intricate mechanisms to regulate individual behaviour, effecting transformations through familial and educational institutions, environmental factors, and personal experiences, thereby exhibiting significant adaptability.

Sports behaviour entails purposeful physical movement driven by intrinsic motivation and environmental factors (Wang, 2011). In the context of college students, the subject of this behaviour comprises a specific cohort engaging in sports activities, while the objective pertains to various motivations such as weight management, leisure, camaraderie, and physical wellness. The environmental context encompasses locations like tracks, fields, and pools, while the means encompass activities like running, exercising, playing soccer, or badminton. The outcomes of such behaviour include weight loss, recreational benefits, and improvements in physical fitness. The multifaceted nature of these components underscores the complexity of sports behaviour and the diverse array of factors influencing it. In our current socio-economic landscape, inadequate resources including sports facilities and equipment severely limit college students' engagement in sports activities, impeding the progression and cultivation of their sports behaviour.

Sports behaviour, a sub-discipline within the realm of behavioural science, emerges from the fusion of general

behavioural science with sports science, representing a significant domain in contemporary sports research. It delves into the patterns governing human engagement in sports activities, aiming to predict, motivate, guide, and regulate such behaviours.

Research Status of Sports Awareness and Sports Behaviour of College Students in China

Current Status of Research on Sports Awareness Among College Students in China

College students exhibit a need for enhancement in both sports' knowledge and skills. While possessing some level of sports familiarity, a mere 5.8% demonstrate significant proficiency in grasping competitive rules and movement standards, with 20.3% displaying average competency, and the majority, 73.9%, evincing limited mastery. Gender-based analysis indicates a general superiority of female students in this regard. Conversely, there is an observable improvement in college students' recognition of sports' significance, particularly in understanding the pivotal role of physical exercise. Notably, 89.88% of male and female students recognize physical exercise as crucial and meaningful, indicative of heightened sports awareness among college cohorts. This trend correlates with intensified media advocacy for physical education's importance, advancements in societal employment frameworks emphasizing knowledge, skills, and health equality, and the ongoing implementation of quality-oriented physical education reforms in higher education institutions.

The Current Research Situation of Sports Behaviour of College Students in China

Current research on college students' sports behaviour primarily focuses on metrics such as regular participation in exercise and sports-related consumption. A survey in Henan revealed that 54.59% of college students engage in sports regularly, while in Hubei, only 25.14% of female students maintain consistent exercise routines.

Table 1

Descriptive Statistical Analysis of the Study Variables.

| | Proximity Mastery | Mastering Recusal | The Results are Close | Recuse | Self-Implementation | Sports Performance |
|----|-------------------|-------------------|-----------------------|---------|---------------------|--------------------|
| M | 32.7500 | 17.5703 | 31.8984 | 11.3984 | 35.8828 | 51.3828 |
| SD | 5.58823 | 4.26612 | 6.27812 | 4.22654 | 8.18835 | 9.02413 |

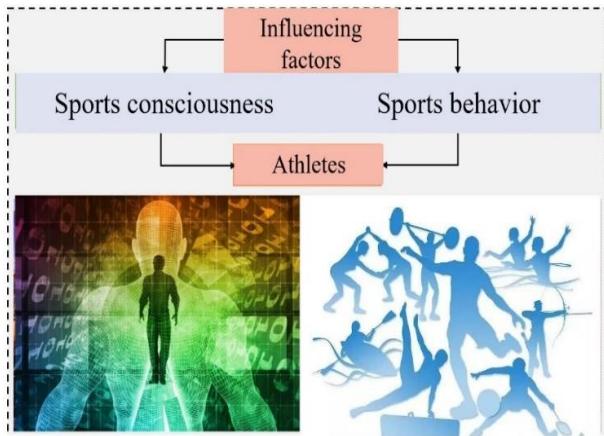


Figure 1: Interaction Between Sport Awareness and Sport Behaviour.

Findings and Analysis

Basic Information on Students

Grade Distribution

Table 2

Scholastic Grand Composing Information.

| Grade | Number of People | Number of Male Students | Number of Female Students | Percentage of Male Students | Percentage of Female Students |
|--------------|------------------|-------------------------|---------------------------|-----------------------------|-------------------------------|
| First Grade | 945 | 535 | 410 | 56.6 | 43.4 |
| Second Grade | 707 | 385 | 322 | 54.5 | 45.5 |
| Third Grade | 245 | 129 | 116 | 52.7 | 47.3 |
| Total | 1897 | 1049 | 848 | 55.3 | 44.7 |

Across the five surveyed colleges and universities in the city, the male-to-female student ratio hovered around 55% for males and 45% for females, showing minimal variance across different grade levels.

Comparison of the Situation at The Place of Birth

Table 3

Form of Student's Position.

| Place of Origin of Students | Number of People | Percentage (%) |
|-----------------------------|------------------|----------------|
| Cities and Towns | 889 | 46.9 |
| Villagers | 1008 | 53.1 |

In the five surveyed universities, 46.9% of students originate from urban areas, while 53.1% hail from rural regions, indicating a greater representation of rural students compared to urban ones.

Professional Composition of Students

Table 4

Form of the Student Major.

| Specialized field | Quorum | Percentage (%) |
|-------------------------|--------|----------------|
| Liberal arts | 868 | 45.8 |
| Medicine | 343 | 18.1 |
| Science and Engineering | 462 | 24.4 |
| Artists | 112 | 5.9 |
| Other | 112 | 5.9 |
| Total | 1897 | 100 |

In the five surveyed colleges and universities, 45.8% of students major in liberal arts, comprising half of the total student population. Meanwhile, the proportions of students majoring in medicine, science, and technology, as well as art, stand at 18.1%, 24.4%, and 5.9%, respectively.

General Analysis of College Students' Sports Awareness

Individual attitudes vary based on disparities across six dimensions: achievement motivation, aesthetics, health, social interaction, thrill-seeking, and catharsis.

Table 5 highlights health as the foremost priority among the six items, garnering 12.778 points, followed closely by aesthetics with 11.713 points, indicating a minor disparity. The indispensable role of physical fitness within sports is deeply ingrained in societal consciousness, acknowledged as irreplaceable and undeniable. Notably, aesthetics, historically ranking second in sports function, has garnered recognition and acceptance among college students. This underscores their appreciation for the beauty and artistry inherent in sports, signifying a shift towards acknowledging the multifaceted nature of sports. This trend towards diversification and multifunctionality in sports is further evidenced by the flourishing development of competitive sports in China in recent years, marked by significant achievements. For instance, in the 2000 Sydney Olympics, Chinese athletes secured 28 gold medals, propelling China into the top three globally for the first time. Subsequent successes in the 2004 Athens Olympics and the 2008 Beijing Olympics, with 32 and 51 gold medals respectively, further underscored China's prowess in competitive sports. Concurrently, the captivating Olympic competitions and exceptional performances by Chinese athletes have vividly showcased the inherent charm and artistic allure of sports to the public.

Table 5

Physical Education Student's Overall Attitude Score table.

| | | | | | | |
|--------------|------------|------------|-------|-----------------------|--------------------|------------------------|
| Sports Event | Well-being | Aesthetics | Drain | Pursuit of Excitement | Social Interaction | Achievement Motivation |
| Mark | 12.77 | 11.71 | 10.49 | 9.88 | 6.54 | 3.60 |

In Table 5, catharsis ranks third, indicating its significance as a means for students to alleviate study pressure and mental tension. Social interaction and achievement motivation rank fifth and sixth respectively, highlighting their relatively lower importance among the six items. While social interaction in sports fosters connections and friendships, college students prioritize academic pursuits over social engagement. Similarly, achievement motivation in sports is less pronounced among college students compared to professional athletes, as their sports abilities are typically stabilized post-puberty and they do not undergo specialized training.

Analysis of Sports Attitudes of Urban and Rural College Students

This paper explores the interplay between individuals' cognitive processes, attitudes, and perceptions towards phenomena and their environmental influences. Specifically, it examines the sports attitudes and disparities among college students hailing from urban and rural areas. Utilizing six dimensions of sports attitudes as independent variables, the study conducts tests on aesthetic, catharsis, thrill-seeking, social interaction, and achievement motivation dimensions. The results indicate a high level of significance ($P < 0.01$) in the differences between urban and rural college students across these five dimensions of sports attitudes. Furthermore, the health dimension shows a significant difference ($P > 0.01$ but $P < 0.05$), underscoring disparities between urban and rural students in this aspect of sports attitudes. Detailed findings are presented in Table 6.

Table 6

The Attitude Testing Form for Urban and Rural University Students.

| | | | | | | |
|------------------|------------|------------|--------|-----------------------|--------------------|------------------------|
| Sports Event | Well-Being | Aesthetics | Drain | Pursuit of Excitement | Social Interaction | Achievement Motivation |
| Cities and towns | 12.40 | 11.91 | 9.88 | 6.59 | 6.54 | 3.69 |
| Villagers | 10.98 | 8.96 | 12.57 | 1.49 | 11.04 | 5.96 |
| t | 2.350 | 5.168 | -3.298 | 7.852 | -6.100 | -3.264 |
| p | 0.021 | 0.000 | 0.000 | 0.000 | 0.000 | 0.002 |

Health holds paramount importance for individuals, yet its significance varies between urban and rural settings. In the dimension of health, disparities emerge between urban and rural college students. Urban students prioritize health to a greater extent compared to their rural counterparts. Regarding aesthetics, diverse perspectives on beauty angles and nuances are evident among individuals. Analysis of the aesthetic dimension reveals significant differences between urban and rural college students. Urban students score notably higher (11.91) than rural students (8.96) in aesthetics. Notably, a significant difference is observed in the aspect of "cleanliness," with rural students scoring higher (12.57) than urban students (9.88). Urban students exhibit greater adventurousness and curiosity, scoring 6.59 points compared to rural students' 5.149 points. Conversely, rural students place greater emphasis on social interaction, scoring 6.54, which is 11.04 points higher than urban students. In terms of achievement motivation, rural students score 5.96 points higher than urban students, indicating a greater sense of achievement among rural students by 3.69 points.

Analysis of College Students' Attitudes Toward Sports

5.4.1 Sports awareness among students

Sports cognition refers to a participant's comprehension and awareness of fundamental aspects and general knowledge within sports. Enhanced knowledge and understanding in this regard facilitate the development of higher-level sports awareness, consequently fostering the adoption of sports-related behaviours.

1. Knowledge of Scientific Fitness Methods

Table 7

The Stat for Methods of Scientific Understanding of the Situation.

| Sports Event | Quorum | Percentage (%) |
|--------------|--------|----------------|
| Know | 175 | 9.2% |
| Know a few. | 1274 | 67.2% |
| Hardly | 371 | 19.6% |
| Don't know | 77 | 4.1% |
| Total | 1897 | 100% |

Table 7 reveals that 76.4% of surveyed students possess knowledge ranging from basic awareness to a more comprehensive understanding of scientific fitness methods, totalling 1449 individuals. Conversely, 19.6% of respondents, totalling 371 students, claim limited awareness, while 4.1% of respondents, totalling 77 students, profess no knowledge. The findings underscore a substantial portion of students lacking sufficient familiarity with scientific fitness methods, indicating a need for future efforts within school sports initiatives to disseminate knowledge on these methods to students.

2. Knowledge of the National Fitness Program Outline

Table 8

The Questionnaire on Understanding the "National Fitness Program.

| Sports Event | Number of People | Percentage (%) |
|---------------|------------------|----------------|
| Realize | 49 | 2.6% |
| Realize a few | 119 | 6.3% |
| General | 539 | 28.4% |
| Not realize | 1190 | 62.7% |
| Total | 1897 | 100% |

Table 8 illustrates that a mere 37.7% of students, totalling 707 individuals, exhibit varying degrees of familiarity—ranging from extensive to general—with the Outline of the National Fitness Plan. Alarminglly, 1,190 students, constituting the majority, are uninformed about the Outline of the National Fitness Plan.

3. Knowledge of "Lifelong Sports"

Table 9

Survey of the Student's Understanding Level of the Life-Long Pattern Sports.

| Sports Event | Quorum | Percentage (%) |
|----------------------------|--------|----------------|
| Know and understand | 126 | 6.6% |
| Knew But Didn't Understand | 714 | 37.6% |
| Heard About | 553 | 29.2% |
| Never Heard of it. | 504 | 26.6% |
| Total | 1897 | 100% |

Table 9 outlines the comprehension levels regarding "lifelong sports" among students. Specifically, 126 students (6.6%) exhibit a strong understanding, while 714 students (37.6%) possess knowledge but lack understanding. Additionally, 553 students (29.2%) are aware of the concept, while 504 students (26.6%) remain uninformed. Although a majority of students are familiar with the concept of "lifelong sports", a significant portion lacks a deep understanding, potentially influencing current university students' engagement in lifelong physical activity.

Factors Affecting College Students' Sports Awareness

College students' sports awareness is influenced by various factors, categorized into subjective and objective components. Subjective factors encompass an individual's personal perception of sports and their athletic proficiency, whereas objective factors predominantly comprise familial influence, sports education, available facilities, media exposure, and other external elements.

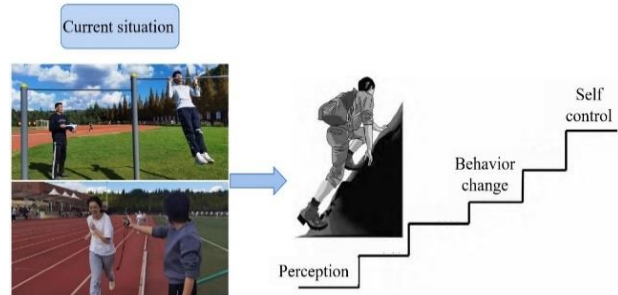


Figure 2: The Developmental Process of Sports Awareness.

Subjective Factors

Table 10 illustrates the subjective factors influencing college students' engagement in physical exercise. Over half of the students identify three primary factors: lack of interest and habit in physical exercise; perceiving physical exercise as arduous and exhausting, making adherence challenging; and possessing poor physical fitness and limited athletic ability. This underscores several underlying issues:

Firstly, students' inadequate formation of sports awareness and exercise habits during primary and secondary education. The prevalent focus on academic subjects over physical education during these formative years, coupled with insufficient emphasis from both parents and students, contributes to the lack of sports awareness and exercise habits among students. Secondly, students' absence of enjoyment in physical activity. Rather than experiencing the pleasure and mental benefits of exercise, students primarily associate it with discomfort and fatigue. Consequently, the absence of persistence and resilience becomes apparent, hindering long-term engagement. Thirdly, students' lower physical fitness levels and weaker athletic abilities pose significant challenges to their participation in sports activities. This not only increases psychological pressure but also undermines their self-confidence, leading to withdrawal and difficulty in cultivating a sense of sportsmanship.

Table 10

Subjective Factors Affecting Sports Awareness.

| Subjective Influences | Number | Percentage (%) |
|--|--------|----------------|
| Being Healthy Doesn't Require Exercise | 186 | 22.74% |
| Lack of Interest and Habit of Exercising | 422 | 51.59% |
| Inert | 287 | 35.09% |
| Exercise is Bitter, Tiring, and Impossible to Maintain | 613 | 74.94% |
| Poor physical Fitness and Lack of Athletic Ability | 454 | 55.50% |

Objective Factors

1. Family Factors

Family upbringing exerts a profound and early influence on students, with parents serving as primary caregivers and role models. Given the prolonged and intimate nature of parental relationships, they wield significant sway over their children's development. Presently, many parents, lacking robust sports awareness themselves, exhibit a negative stance towards sports, inadvertently shaping their children's attitudes. Additionally, due to the pressures of academic success and societal trends, parents prioritize scholastic achievements over sports involvement. Consequently, children lack proper sports guidance, support, and encouragement within the family, potentially leading to disinterest or even suppression of their sporting endeavours. Such experiences cultivate negative attitudes towards sports, impeding the cultivation of a positive and accurate sports consciousness.

2. Pedagogical Factors

Students exhibit limited enthusiasm towards physical education courses. Despite the provision of elective options tailored to student interests, such as field equipment and instructor qualifications, certain students find themselves unable to select preferred activities. Consequently, this contributes to their aversion towards physical education, resulting in passive class engagement, lack of seriousness, and participation primarily for credit acquisition purposes.

3. Site Equipment Factors

Stadium facilities and equipment represent essential objective prerequisites for facilitating student physical activity and ensuring the smooth implementation of school sports programs. Inadequate stadium facilities and equipment pose significant challenges to physical education, sports activities, and student exercise. Despite the continuous expansion of student enrolment in colleges and universities within our province, the provision of sports venues and facilities fails to keep pace, thus adversely affecting student physical exercise.

Table 11

Statistics on Students' Choice of Physical Activity Places.

| | Number | Percentage (%) |
|--------------------------|--------|----------------|
| School Sports Facilities | 546 | 66.75% |
| Public place | 137 | 16.75% |
| Fee-paying stadiums | 75 | 9.17% |
| Public square | 46 | 5.62% |
| Else | 14 | 1.71% |
| Total | 818 | 100% |

4. Mass Media Factors

In the contemporary era characterized by the information age, the rapid dissemination of information through mass media is indispensable in people's daily lives. Apart from its primary function of information dissemination, mass media also serves an educative role, necessitating attention to its role in student education. Sporting activities, as a societal phenomenon, garner increasing public interest, appealing to individuals across various age groups due to their inherent allure. Consequently, the relationship between sports and mass media is becoming increasingly intertwined, with each mutually promoting and enhancing the other's development.

As illustrated in Table 12, the primary and most prevalent avenue for college students to access sports information is the internet. Given its ubiquity and accessibility, students can easily access sports-related content through their mobile phones, making the internet the predominant channel for obtaining sports information, accounting for 65.65% of total access.

Table 12

Main ways of obtaining sports information for university students.

| Access to Sports Information | Number | Percentage (%) |
|------------------------------|--------|----------------|
| Publicize | 33 | 4.03% |
| Newspapers and Periodicals | 56 | 6.85% |
| Radio | 181 | 22.13% |
| Reticulation | 537 | 65.65% |
| Else | 11 | 1.34% |
| Total | 818 | 100% |

Conclusion

Sports awareness and sports behaviour represent distinct yet interconnected constructs, exhibiting a certain hierarchical relationship. Analysis of survey data reveals that college students' level of sports awareness is moderate, with relatively strong cognition and evaluation, but weaker emotional and motivational awareness, alongside limited participation awareness. While a correlation between sports awareness and behaviour exists, its magnitude is not substantial. This indicates that college students' sports awareness and behaviour are not entirely congruent, displaying some disparities between them. It is crucial to note that while sports awareness facilitates the psychological potential for sports behaviour, it does not singularly determine it. The hierarchical arrangement of college students' sports consciousness encompasses health, aesthetics, catharsis, thrill-seeking, social interaction, and

achievement motivation. The intrinsic significance of fitness within sports is deeply ingrained in societal consciousness, deemed irreplaceable and indisputable. The growing appreciation for the aesthetic dimension of sports underscores college students' acknowledgment of its beauty, demonstrating an evolving trend towards diversified and multifunctional sports development. Sports awareness not only varies between urban and rural

contexts but also across different professional colleges and universities, influenced by familial background and career inclinations. Through multifaceted analysis, factors impacting college students' sports awareness can be categorized into subjective aspects, including fear of discomfort, lack of interest, and limited athletic prowess, and objective elements such as sports education, familial influence, available facilities, and media exposure.

Reference

- Ai, X. (2012). The impact of online sports information on college students' sports lifestyle. *Small and Medium Enterprise Management and Technology*, (33), 263-263. <https://www.cqvip.com/qk/90435a/201233/44212454.html>
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of school health*, 76(8), 397-401. <https://doi.org/10.1111/j.1746-1561.2006.00132.x>
- Chen, H., & Guo, J. (2011). Investigation and Research on the Current Situation of Computer Network Security Awareness of College Students in Sports Colleges—Taking Wuhan Institute of Physical Education as an Example. *Technology Entrepreneurship Monthly*, 24(7), 98-100. <https://www.cqvip.com/qk/93711a/20117/40265457.html>
- Deng, C. (2013). Analysis of the Current Situation of Sports Consumption among University College Students—Based on a Survey of 5 Ministry-affiliated Universities in Wuhan City. *Journal of Huazhong Agricultural University (Social Science Edition)*, (6), 144-149. <https://www.cqvip.com/qk/82116x/201306/47685334.html>
- Du, G. (2014). Study on Health Guidance of College Students' Demand of Sports Consumption- A Case Study of Some Universities in Jiangxi Province. *China School Physical Education (Higher Education)*, 5, 7-13.
- He, M., & Du, X. (2004). Investigation and research on sport consumption and factors influenced to ordinary university students. *Journal of Physical Education*.
- Huang, H., & Qiyang, Z. (2019). The internal logic expansion and policy choices of sports consumption. *Physical Education Studies*, 2(4), 13-20. <http://www.cqvip.com/qk/82624a/20194/7002702964.html>
- Huang, Z. (2019). Evaluation and improvement of college students' sports consumption quality based on IPA analysis method. *Hubei Sports Technology*, 38(11), 941-946. <http://www.cqvip.com/qk/83088x/201911/7100362066.html>
- Kelinske, B., Mayer, B. W., & Chen, K. L. (2001). Perceived benefits from participation in sports: A gender study. *Women in Management Review*, 16(2), 75-84. <https://doi.org/10.1108/09649420110386601>
- Kiliç, L., & Çimen, K. (2017). Evaluation of the healthy lifestyle behaviors of physical education teachers. *European Journal of Physical Education and Sport Science*, 3(12), 317-328. <https://doi.org/10.5281/zenodo.1115508>
- Koff, E., & Bauman, C. L. (1997). Effects of wellness, fitness, and sport skills programs on body image and lifestyle behaviors. *Perceptual and Motor Skills*, 84(2), 555-562. <https://doi.org/10.2466/pms.1997.84.2.555>
- Li, R. (2008). College Students' Consumption of Sports and the Relevant Affecting Factors of Their Consumption in Jiangsu Province. *Journal of Nanjing Institute of Physical Education*.
- Liu, C. (2013). The Impact of Mass Media on Sports Information on College Students' Sports Awareness. *Shandong Sports Science and Technology*, 3, 105-108.
- Ma, Y., & Li, K. (2013). Research on the sports needs of college students in Hubei Province. *Sports Culture Guide*, (11), 107-109. <http://www.cqvip.com/qk/82010a/2013011/47779576.html>
- Von Bothmer, M. I., & Fridlund, B. (2005). Gender differences in health habits and in motivation for a healthy lifestyle among Swedish university students. *Nursing & health sciences*, 7(2), 107-118. <https://doi.org/10.1111/j.1442-2018.2005.00227.x>
- Wang, Y. (2011). Research on the Characteristics of College Students' Sports Consumption. *Journal of Beijing Sport University*. <https://api.semanticscholar.org/CorpusID:184391069>
- Xuan, D. (2015). The Impact of Mass Media Sports Information on College Students [J]. *News Front*, 3, 157-158. <https://www.cqvip.com/qk/81222x/201502/663979627.html>
- Yang, N. (2011). Research on the sports behavior of college students in the network information era. *Science and Education Journal*, (32), 204-205. <http://www.cqvip.com/qk/71005x/201132/40122561.html>