

# Physical Education Implementation and its Impact on Awareness and Sporting Behaviour of Non-Physical Education Students Toward Revitalization of PE Programs

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**Abstract:** The study looks into the implementation of physical education courses and the accompanying awareness and sports behavior among college students who do not study PE. The study evaluates four significant areas: sports management planning and content, the physical education curriculum system and evaluation, the development of extracurricular sports activities, and the diversity and social integration instructional model. The results show that implementation in these areas obtained intermediate success ratings, with the physical education curriculum system and assessment ranking the lowest. Additionally, the research assesses students' understanding of health concepts and physical fitness viewpoints, which earned average results. Examining students' sports behavior reveals that involvement and engagement, skill development, sportsmanship, and healthy living choices all earned average evaluations, indicating the need for improved programming. Significant favorable associations were discovered between the adoption of physical education and student awareness and between awareness and athletic conduct. Similarly, there is a considerable favorable correlation between athletic conduct and the implementation of physical education.

**Keywords:** Health Concept, Physical Fitness Perspective, Participation and Engagement, Skill Development, Sportsmanship, Healthy Lifestyle Choices.

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## 1. Introduction

A strong and favorable perception of Physical Education (PE) is evident in China. It is widely acknowledged as a vital factor in encouraging health and fitness among the population, addressing concerns associated with inactive lives and obesity. Although there may have been concerns about the potential negative impact of excessive physical education (PE) on academic performance, it is now well recognized that consistent physical activity can actually improve cognitive function and focus, hence promoting academic achievement. The Chinese government aggressively promotes physical education (PE) through the implementation of policies that focus on enhancing infrastructure, providing training for PE teachers, and formulating curricular requirements. The emphasis on national fitness initiatives highlights the conviction that a robust and physically engaged people is crucial for the progress of the nation. In addition to promoting physical well-being, physical education is highly regarded for cultivating social aptitude, collaboration, self-control, and moral growth. The curriculum of traditional Chinese culture incorporates physical activities such as Tai Chi and martial arts, fostering a connection between pupils and their cultural background. Notwithstanding the difficulties, the general perception of private equity (PE) in China remains highly favorable, indicating its significant role in the growth of individuals and society as a whole (Xinhua, 2022).

Alongside, health is an inevitable requirement for the promotion of all-round development of human beings, a basic condition for social and economic development, and an important symbol for the revitalization of the country's wealth and national strength. "Health first" concept is an important ideological guarantee for the development of physical

education (An, Yang, Niu, & Wang, 2022). Through physical education, students can gain happiness, strengthen their physical fitness, and strengthen their willpower to cultivate socialist builders and successors with all-round development of ethics, intellect, physicality, aesthetics and labor for the school, and to make contribution to the national sports development in the future. The level of development has a certain height, when they are about to enter the social development, strengthening the cultivation and inculcation of sports skills, culture and habits will have a greater impact on their own development and the cultivation of the next generation, which is in line with the development concept of health first in the context of the new era (Frisk, 2022).

Since the State Council in the "on deepening education reform and comprehensively promote the quality of education decision" put forward the school education to "health first theory as the guiding ideology", the colleges and universities have to reform the physical education teaching, first of all, is the concern of college students' physical health problems. On April 27, 2020, General Secretary Xi Jinping convened the thirteenth meeting of the Central Committee for Comprehensively Deepening Reform, in which he emphasized highlighting the need to ensure the perfect coordination of students' cultural learning and physical exercise, after which the deputy director of the State General Administration of Sports, Li Jianmin, said that under the development of the concept of health first, it is an important enhancement for the development of physical education in the country. Mao Zhenming et al. (2017) pointed out that under the planning of "Healthy China", to promote the coordinated development of students' culture and sports, it is necessary to strengthen the school sports work centered on students, and to strengthen the development of physical quality and cultural

concepts of young students, for young college students who are about to enter into the social work, they are at the end of their growth and development, but the level of thought and development has a certain high level.

The university carries the important task of growth in the later stages of youth, and is also an important place for students to develop the integration of physical education. Zhang Chi, Wang Kun et al. (2022) pointed out that it should be clear that the university period is a transition period for students to gradually adapt to the social life, and the school should not only teach professional knowledge and critical thinking in order to have the ability to earn a living, but also exercise a healthy and strong body in order to cope with the pressure of life. Therefore, in terms of physical education teaching for non-physical education majors in colleges and universities, a variety of sports are organized to enhance students' physical fitness, develop their physical fitness, and cultivate their interest in physical education and sports.

Since students' awareness of physical exercise is relatively low especially for non-physical education courses thus schools should pay more attention to physical education to ensure that students can not only pay more attention to physical education courses, actively participate in sports activities, but also improve their own technical skills to efficiently complete the task of students' physical education and sports. Xie Shu et al. (2020) pointed out that there are high standards for the development of students' comprehensive quality, and in addition to providing content-rich professional courses, they also pay attention to the cultivation of the concept of school sports. Therefore, this study is committed to assess the development path of physical education teaching towards non-physical education courses so as to study the current situation analysis of physical education teaching of non-sports majors. It is also to further explore the relationship of its implementation, the awareness of the students and their sports behavior in the universities in Maoming City. Furthermore, it is to put forward reform suggestions and help for the future integration of physical education for non-sports majors in different universities.

China has a rich history of valuing physical education, deeply rooted in traditional practices such as martial arts and qigong. Over the years, the importance of physical activity has been recognized not only for its cultural significance but also for its contributions to holistic well-being. Historically, physical education was primarily integrated into specialized physical education courses. However, in response to global trends emphasizing the importance of a physically active lifestyle for overall health and academic success, China has been exploring the integration of physical education components into non-physical education courses within its educational system (Yan, Smith, Morgan, and Eather 2021).

As China undergoes rapid economic and societal transformations, there has been a growing concern about the sedentary lifestyle and health issues among its population, particularly among students. The increased academic workload and competitive nature of the education system have sometimes led to a neglect of physical activity. One of the current issues revolves around the implementation of physical education in non-physical education courses. While there is recognition of the importance of incorporating physical activities into various subjects to promote a more balanced and healthier lifestyle, challenges persist Song, et al., (2019).

The Chinese government has demonstrated a commitment

to addressing these challenges through various initiatives. National policies promoting holistic education and health, coupled with targeted programs to enhance physical education, reflect a recognition of the interconnectedness between physical activity and academic success.

It is for this reason that study has been conceptualized. Although there are previous studies regarding the influence of physical education (PE) on students, a significant portion of it has mostly been on individuals who are directly enrolled in PE programs or pursuing PE degrees. There is a significant lack of knowledge regarding the impact of physical education (PE) on students who are not enrolled in PE classes. This study aims to address this disparity by examining whether non-PE students, who often have limited access to organized physical education, still undergo favorable transformations in their awareness and sporting behavior when exposed to PE programs. Gaining insight into the influence of physical education on persons beyond the field can offer a more holistic view of the wider societal consequences of PE.

By filling this gap in research, the study enhances understanding of the importance of physical education (PE) in school and its ability to encourage a healthy and active lifestyle among students who may not have previously had access to organized physical education. This knowledge is essential for educators, legislators, and health advocates as they strive to develop more comprehensive and efficient physical education programs that are advantageous to all learners, irrespective of their academic specialization.

## 2. Statement of the Problem

This study aims to assess the implementation of physical education course and its impact on awareness and sporting behaviour of non-physical education students toward the revitalization of PE programs.

Specifically, the following questions were answered:

(1) What is the extent of the implementation of physical education course to non-physical education students in terms of:

- 1) sports management planning and content,
- 2) physical education curriculum system and assessment,
- 3) construction of extracurricular sports activities system, and
- 4) diversity and social integration teaching model?

(2) What is the level of awareness of the non-physical education collegiate students towards physical education in terms of:

- 1) health concept
  - 2) physical fitness perspective
- (3) What is the assessment of the respondents of their sports behavior terms of:

- 1) Participation and Engagement
  - 2) Skill Development
  - 3) Sportsmanship
  - 4) Healthy Lifestyle Choices
- (4) Is there a significant relationship between extent of the implementation of physical education and level of awareness of the non-physical education collegiate students towards physical education?

(5) Is there a significant relationship between level of awareness and the sporting behavior of non-physical education collegiate students towards physical education?

(6) Is there a significant relationship between sporting behavior and extent of implementation of physical education among non-physical education collegiate students?

(7) Based on the results of the study, what programs can be proposed to revitalize physical education for non-physical education majors?

### 3. Hypothesis

The study tested the following hypothesis:

There is no significant relationship between extent of the implementation of physical education and level of awareness of the non-physical education collegiate students towards physical education?

There is no significant relationship between level of awareness and the sporting behavior of non-physical education collegiate students towards physical education?

There is no significant relationship between sporting behavior and extent of implementation of physical education among non-physical education collegiate students?

### 4. Research Design

The goal of this research was to characterize the quality development of physical education courses for non-physical education students using the health-first approach. The researcher conducted the study using quantitative research methodologies, especially descriptive correlation. This strategy explained the variables and the natural interactions between them. The methodologies used included surveys that reflected the current condition and correlational studies that looked at the links between variables. Data was obtained without affecting the environment, its present status, or result. Instead, it was utilized to acquire information on the current state of the phenomena in order to define the "what was there" in terms of the variables or circumstances present. This technique was most applicable for the research, which sought to investigate links between physical education implementation, awareness level, and sports behavior in non-physical education courses in Maoming, China.

### 5. Sampling Method

The research was carried out at five institutions in Maoming, China. The researchers chose this location because the college institutions provided non-physical education courses. Furthermore, it was the only professional petrochemical-oriented institution in South China. The researcher chose non-physical education majors as the study population. The actual respondents were drawn from five institutions. To assure data validity, they were of varying ages, sexes, and year levels.

Furthermore, the researcher selected respondents using a stratified sample approach. Finding relevant characteristics or factors likely to influence sports behavior among kids who did not engage in physical education programs was critical. These factors included gender, academic level, socioeconomic condition, and past engagement in sports. The population was divided into multiple strata based on the detected qualities, yielding subgroups with comparable characteristics. After creating the strata, the next critical step was determining the sample sizes allotted to each stratum. These sample sizes were proportionate to the size of each stratum in the overall population and met the research goals. A random selection procedure was utilized within each stratum to choose people randomly, ensuring that all students in a stratum had an equal chance of being included in the study sample. After acquiring data from each separate

subgroup, the individual samples were combined to generate the final study sample. This technique guaranteed that the study sample contained a diverse range of people with varied identified qualities, representing the population as a whole. Stratified random sampling decreased bias, increased sample representativeness, and allowed for more detailed analysis and interpretation of research results. This resulted in significant results for sports participation among non-PE students.

### 6. Results, Analysis, and Interpretation

This chapter presents a tabular representation of the data gathered, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis performed using jamovi 2.3.19.

#### 1) Extent of the Implementation of Physical Education Course to Non-Physical Education Students

Table 1 shows the extent of the implementation of physical education courses for non-physical education students in terms of sports management planning and content. This yielded a composite mean score of 3.12 with a standard deviation of 0.71, indicating an average assessment. This suggests that they agree that the curriculum should adapt to the diverse health challenges students may encounter, to promote inclusivity and meet specific health needs ( $M = 3.18$ ). Additionally, they agree that the curriculum emphasizes preventative health measures, specifically by educating students about the importance of physical activity in preventing chronic illnesses and promoting a healthy lifestyle throughout their lives ( $M = 3.16$ ). Finally, they agree that the curriculum includes material that addresses psychosocial health elements, such as teamwork, leadership, and emotional well-being, with the objective of enhancing students' overall health proficiency ( $M = 3.16$ ). Furthermore, their responses indicate that item number 8 received the highest mean score of  $M = 3.18$ , while item number 2 (the curriculum integrates physical, mental, and social health principles to improve the students' overall well-being) received the lowest mean score of  $M = 3.05$ .

The study's highest mean score was 3.18, indicating, "The curriculum is designed to be flexible, taking into account various health difficulties that students may encounter, to promote inclusivity and provide assistance for particular health requirements." This high mean score indicates that respondents strongly believe the curriculum successfully serves various health issues and promotes inclusion. This is essential because it demonstrates the curriculum's flexibility to adapt to varied student requirements, ensuring that all kids, regardless of health difficulties, get the necessary assistance. Current research establishes the value of curricular flexibility. For example, the UK Government's assessment of the quality of physical education highlights that an inclusive curriculum that adjusts to students' diverse health requirements improves overall student involvement and participation. Furthermore, UNESCO's recommendations on excellent physical education emphasize the need for an adaptable and inclusive curriculum to create an environment where all children can flourish, underlining the significance of adaptation in promoting long-term health and well-being (UNESCO, 2023).

**Table 1.** Extent of the Implementation of Physical Education Course to Non-Physical Education Students in Terms of Sports Management Planning and Content

Indicators	Mean	SD	V.I	Rank
1.The curriculum acknowledges the comprehensive correlation between physical fitness and total health.	3.13	0.96	Average	5
2.The curriculum incorporates physical, mental, and social health principles to enhance the overall well-being of the pupils.	3.05	0.95	Average	10
3.The curriculum encompasses health education subjects including diet, stress mitigation, and the significance of consistent physical activity for long-term well-being.	3.10	0.94	Average	7
4.The curriculum facilitates students in establishing health-related objectives and cultivating beneficial modifications to their way of life.	3.10	1.00	Average	7
5.Periodic fitness evaluations are carried out to gauge and enhance pupils' physical fitness levels and overall health results.	3.08	0.90	Average	9
6.The curriculum prioritizes preventative health measures, specifically by educating pupils about the significance of physical activity in averting chronic illnesses and fostering a healthy way of living throughout their lifetimes.	3.16	0.96	Average	2.5
7.The curriculum incorporates material that covers psychosocial health elements, including teamwork, leadership, and emotional well-being, with the aim of improving students' overall health proficiency.	3.16	0.99	Average	2.5
8.The curriculum is designed to be flexible, taking into account various health difficulties that students may encounter, in order to promote inclusivity and provide assistance for particular health requirements.	3.18	0.90	Average	1
9.The implementation fosters the cultivation of enduring health habits by imparting health-related principles and actions that students can adopt throughout their lives.	3.14	0.80	Average	4
10.The curriculum actively promotes parental and community involvement in health-related projects, facilitating the implementation of physical education content that goes beyond the classroom to further foster a culture of health.	3.10	0.87	Average	7
COMPOSITE MEAN	3.12	0.71	Average	

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

In contrast, the indication with the lowest mean score of 3.05 was: "The curriculum incorporates physical, mental, and social health principles to enhance the overall well-being of the pupils." This lower score shows that holistic health concepts need to be adequately integrated into the curriculum. It implies that the curriculum may not sufficiently address the interwoven parts of physical, mental, and social health that are required for holistic student development. This conclusion is consistent with concerns voiced in educational research, which indicates that a lack of a complete health strategy might lead to gaps in student well-being and undermine the efficacy of physical education programs. The latest educational changes in Teacher Magazine highlight the necessity for an inclusive curriculum incorporating these health concepts to promote holistic student development (Teacher Magazine, 2023). Furthermore, research has shown that incorporating physical, mental, and social health concepts into educational curricula is crucial for increasing students' overall well-being and academic performance (Zenodo, 2023).

## 2) Physical Education Curriculum System and Assessment

Table 2 evaluates the implementation of physical education courses for non-physical education students, focusing on the physical education curriculum system and assessment. The overall mean score is 3.09, with a standard deviation of 0.73, indicating an average rating. This means that they agree that assessment methods should actively prioritize health behavior change theories, checking not only students' knowledge but also their ability to use health concepts to make healthy lifestyle choices (M = 3.16), that learning goals should improve students' overall health (M = 3.13), and that teachers should have professional development opportunities that focus on health education, making sure they are ready to incorporate health concept theories into the curriculum and

assessment strategies (M = 3.12). The analysis of their responses indicated that item number 9 had the highest mean score (M = 3.16), while item number 7 (Assessment tools are intended to assess students' comprehension of health concepts, assessing their understanding of the advantages of physical activity on physical and mental health) had the lowest mean score (M = 3.00).

This evaluation's highest mean score is 3.16 for the indicator: "Assessment methodologies actively emphasize health behavior change theories, evaluating not only students' knowledge but also their ability to apply health concepts in making positive lifestyle choices." This shows that respondents firmly believe the program should emphasize both information development and actual implementation of health practices. This high score emphasizes the significance of teaching health ideas and ensuring that students can use these concepts in their everyday lives, resulting in long-term health advantages. Recent research supports this approach, emphasizing the benefits of incorporating health behavior theories into physical education—research conducted by GOV.UK (2023) showed that a curriculum stressing practical health applications considerably increases pupils' long-term health outcomes and participation in physical activities. Similarly, UNESCO (2023) underlines the need to include comprehensive health education in the curriculum to promote well-being.

In contrast, the indicator's lowest mean score is 3.00: "Assessment tools are designed to measure students' understanding of health concepts, evaluating their knowledge regarding the benefits of physical activity on physical and mental health." This lower score suggests a perceived inability to assess pupils' health topic comprehension accurately. It implies that, although students are aware of

health concepts, there is still space for growth in measuring their understanding and implementation of these ideas. This outcome is consistent with studies highlighting the need for solid evaluation methods in physical education. According to an article published by Teacher Magazine (2023), effective evaluation procedures are critical for correctly evaluating

student knowledge and ensuring that health education leads to significant behavior changes. Zenodo (2023) emphasizes the necessity of comprehensive evaluation, arguing that assessment approaches must test knowledge and evaluate students' abilities to apply health principles in authentic contexts.

**Table 2.** Extent of the Implementation of Physical Education Course to Non-Physical Education Students in Terms of Physical Education Curriculum System and Assessment

Indicators	Mean	SD	V.I	Rank
1.Instructional objectives contribute to the holistic well-being of students.	3.13	0.97	Average	2
2.Health assessment metrics, such as fitness tests and wellness evaluations, are integrated into the assessment system.	3.09	0.95	Average	5
3.Assessment feedback includes insights into students' health practices, guiding them on areas for improvement and reinforcing positive health behaviors.	3.08	0.91	Average	6.5
4.Assessment methods are adaptable to accommodate diverse health needs, recognizing that students may have varying physical abilities and health considerations.	3.11	0.98	Average	4
5.It includes holistic health goals, emphasizing the long-term benefits of physical activity on cardiovascular health, mental resilience, and the prevention of chronic diseases.	3.08	0.89	Average	6.5
6.It reflects the application of health behavior theories, incorporating strategies to motivate students and facilitate the adoption of healthy behaviors beyond the classroom setting.	3.07	0.96	Average	8.5
7.Assessment tools are designed to measure students' understanding of health concepts, evaluating their knowledge regarding the benefits of physical activity on physical and mental health.	3.00	0.90	Average	10
8.Health promotion modules are integrated into the curriculum, covering topics such as nutrition, mental health, and preventive healthcare strategies to reinforce the importance of overall well-being."	3.07	0.96	Average	8.5
9.Assessment methodologies actively emphasize health behavior change theories, evaluating not only students' knowledge but also their ability to apply health concepts in making positive lifestyle choices.	3.16	0.95	Average	1
10.Teachers receive professional development opportunities focused on health education, ensuring they are equipped to integrate health concept theories effectively into the curriculum and assessment strategies.	3.12	0.93	Average	3
COMPOSITE MEAN	3.09	0.73	Average	

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

**Table 3.** Extent of the Implementation of Physical Education Course to Non-Physical Education Students in Terms of Construction of Extracurricular Sports Activities System

Indicators	Mean	SD	V.I	Rank
1.Extracurricular sports activities system It fosters community engagement through health-related events to emphasize the broader societal impact of physical activity.	3.08	0.98	Average	8
2.It prioritizes those that contribute to physical and mental health which emphasizes the positive impact of exercise on holistic well-being.	3.14	0.96	Average	4.5
3.It includes programming with holistic health goals, emphasizing the importance of physical fitness, mental resilience, and overall well-being.	3.11	0.94	Average	7
4.It incorporates educational components which provides information on the physical and mental health benefits associated with regular physical activity.	3.22	0.96	Average	1
5.It is designed to align with preventive health measures, emphasizing practices that reduce the risk of chronic diseases and enhance overall health of the students.	3.16	0.96	Average	2
6.Extracurricular sports activities system provides a diverse range of options, ensuring students have opportunities to engage in activities to overall well-being of the students.	3.15	0.93	Average	3
7.Team-based sports activities are structured to promote social health, encouraging positive interactions, teamwork, and the development of interpersonal skills of the students.	3.12	0.91	Average	6
8.It actively promotes inclusivity, ensuring that all students, regardless of physical ability, have opportunities to participate and benefit from health-enhancing activities.	3.14	0.94	Average	4.5
9.Students engaged in extracurricular sports receive feedback on their health practices, reinforcing positive behaviors and providing guidance on areas for improvement based on health concept theories."	3.04	0.90	Average	9
10.Coaches and supervisors receive professional development opportunities focused on health education, enabling them to integrate health concept theories effectively into extracurricular sports activities and provide valuable guidance to students.	3.03	0.94	Average	10
COMPOSITE MEAN	3.12	0.72	Average	

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

Table 3 illustrates the extent to which the physical education course has been implemented for non-physical education pupils in terms of the development of an extracurricular sports activities system. Based on the tabulated data, it produced a composite mean score of 3.12 and a standard deviation of 0.72, indicating an average evaluation. This further implies that the respondents concur that it includes educational components that provide information on the physical and mental health benefits of regular physical activity (M = 3.22), that it is designed to be in accordance with preventive health measures, emphasizing practices that reduce the risk of chronic diseases and improve the overall health of the students (M = 3.16), and that the extracurricular sports activities system offers a diverse range of options, ensuring that students have the opportunity to participate in activities that contribute to their overall well-being (M = 3.14). Item number 4 received the highest mean score of M = 3.22, while item number 10 received the lowest mean score of M = 3.03 (coaches and supervisors receive professional development opportunities focused on health education, enabling them to integrate health concept theories effectively into extracurricular sports activities and provide valuable guidance to students).

The indicator with the highest mean score in this assessment is 3.22: "It incorporates educational components which provide information on the physical and mental health benefits associated with regular physical activity." This shows that respondents firmly believe that the extracurricular sports activities system successfully teaches kids about the advantages of regular physical exercise for their physical and mental health. This high score emphasizes the need to include

educational components in extracurricular activities so that pupils grasp the overall advantages of physical exercise. Recent research supports this strategy, highlighting the benefits of comprehensive health education in extracurricular contexts. According to a study by BMC Medical Education, extracurricular activities significantly improve students' comprehension of health advantages and support their general well-being. Furthermore, Edutopia (2023) emphasizes that including health education in extracurricular activities may promote community while improving student involvement and academic success.

In contrast, the indicator's mean score is 3.03: "Coaches and supervisors receive professional development opportunities focused on health education, enabling them to integrate health concept theories effectively into extracurricular sports activities and provide valuable guidance to students." This lower score shows a perceived lack of professional development for coaches and supervisors, indicating the potential for improvement in training personnel to integrate health education into extracurricular sports activities successfully. This outcome is consistent with studies highlighting the importance of effective professional development programs for educators and coaches. According to Kappan Online (2023) research, offering professional development opportunities focused on health education is critical for ensuring teachers can successfully advise children and encourage healthy habits. Furthermore, The Edu Partner (2023) emphasizes the necessity of ongoing coach training to keep them up to speed on the most recent health ideas and successful integration tactics.

**Table 4.** Extent of the Implementation of Physical Education Course to Non-Physical Education Students in Terms of Diversity and Social Integration Teaching Model

Indicators	Mean	SD	V.I	Rank
1.The teaching model actively promotes cultural competence, through fostering an understanding of diverse health practices and beliefs that recognize cultural influences on health behaviors.	3.16	1.01	Average	4.5
2.It is designed to be inclusive by incorporating diverse perspectives and experiences that promotes equity and well-being for all students.	3.05	0.97	Average	10
3.Sports content reflects a diversity of cultures, backgrounds, and experiences that recognize the importance of culturally competent health education.	3.14	0.90	Average	6
4.Physical education actively engages with the community to address health disparities that emphasize the role of social integration and community support in promoting well-being.	3.16	0.92	Average	4.5
5.Teaching methods encourage collaborative learning experiences that embrace diversity, promoting social integration that highlight the importance of social support in health behavior.	3.21	0.89	Average	1.5
6.Physical activity programs are designed to be inclusive, catering to a variety of interests, abilities, and cultural preferences that introduces diverse and accessible health practices."	3.13	0.97	Average	7.5
7.The teaching model integrates interdisciplinary health education, drawing on concepts from sociology, psychology, and cultural studies to enhance students' understanding of the social determinants of health.	3.13	0.95	Average	7.5
8.Health promotion activities are culturally relevant, incorporating practices and beliefs from diverse communities that recognize the importance of culturally competent health interventions."	3.10	0.85	Average	9
9.Sports events and activities are organized to be socially inclusive, fostering a sense of belonging and community among students which highlights the role of social connectedness in well-being.	3.20	0.94	Average	3
10.The teaching model includes an evaluation component that assesses the social impact of physical education on students' well-being, considering diverse perspectives and experiences.	3.21	0.85	Average	1.5
COMPOSITE MEAN	3.15	0.70	Average	

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

Table 4 demonstrates the extent to which the physical education course for non-physical education students

implements the diversity and social integration teaching paradigm. According to the descriptive statistics, the

composite mean score was 3.15, with a standard deviation of 0.70, indicating an average rating. Additionally, this suggests that they agree that teaching methods promote collaborative learning experiences that embrace diversity, fostering social integration that highlights the importance of social support in health behavior (M = 3.21). They also incorporate an evaluation component that assesses the social influence of physical education on students' well-being, considering a variety of perspectives and experiences (M = 3.21). Furthermore, they design sports events and activities to be socially inclusive, promoting a sense of belonging and community among students, underscoring the role of social connectedness in well-being (M = 3.20). The responses indicated that item numbers 5 and 10 had the highest mean score, while item number 2 (It is designed to be inclusive by incorporating diverse perspectives and experiences that promote equity and well-being for all students) had the lowest mean score (M = 3.05).

The mean score for this assessment is 3.21, which is shared through two factors: "Teaching methods encourage collaborative learning experiences that embrace diversity, promoting social integration that highlights the importance of social support in health behavior," and "The teaching model includes an evaluation component that assesses the social impact of physical education on students' well-being, considering diverse perspectives and experiences." These high ratings indicate that respondents strongly believe the

physical education course successfully creates collaborative and inclusive learning settings. These techniques promote social integration while emphasizing the relevance of social support in health practices. This focus on collaboration and inclusion is consistent with current research results, such as those reported by Slade et al. (2023), demonstrating the significant beneficial effect of inclusive and collaborative learning settings on student engagement and well-being. Furthermore, research by Robinson et al. (2022) underlines the necessity of assessment components in educational programs to ensure that they fulfill varied student requirements and promote general well-being.

In contrast, the indication with the lowest mean score is 3.05: "It is designed to be inclusive by incorporating diverse perspectives and experiences that promote equity and well-being for all students." This lower score shows a perceived lack of inclusion within the teaching paradigm, indicating the potential for growth in incorporating other viewpoints and creating equality. This outcome is consistent with Johnson and Parry's (2023) study, which emphasizes the significance of fully integrating multiple views to improve educational fairness and student well-being. Anderson and Coyle (2023) also explore the difficulties and advantages of developing fully inclusive educational settings, emphasizing that, although progress has been achieved, more work must be done to ensure that all students feel represented and supported.

**Table 5.** Summary of the Extent of the Implementation of Physical Education Course to Non-Physical Education Students

	N	Mean	SD	Interpretation
Sports Management Planning and Content	203	3.12	0.71	Average
Physical Education Curriculum System and Assessment	203	3.09	0.73	Average
Construction of Extracurricular Sports Activities System	203	3.12	0.72	Average
Diversity and Social Integration Teaching Model	203	3.15	0.70	Average
Overall	203	3.12	0.69	Average

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

The assessment findings show that the execution of physical education courses for non-physical education students is usually considered average, with a composite mean score of 3.12 and a standard deviation of 0.69. This average grade shows various positives while pointing out areas needing more attention and development.

One prominent strength is fostering collaborative learning and social integration via instructional approaches. The high results in these categories indicate that physical education classes have effectively fostered a friendly and inclusive atmosphere. This strategy is critical since collaborative learning increases student engagement, social skills, and general well-being (Slade, Narvaez, & Rowe, 2023). Furthermore, physical education promotes social integration by helping kids establish community and belonging, which is critical for their mental and emotional health (Robinson, Smith, & Lee, 2022). These components are crucial for providing a pleasant educational experience that meets the different requirements of all students.

Furthermore, the program emphasizes cultural competency and inclusion, demonstrating a solid commitment to recognizing and integrating various health practices and beliefs. This inclusion ensures that all pupils, regardless of background, feel respected and supported. Culturally responsive teaching has been found to boost academic performance and emotional well-being by affirming students' cultural identities (Gay, 2018). By adopting these techniques, physical education programs may accommodate students' different cultural settings, improving their educational experience.

However, the findings point to opportunities for development, notably in curriculum design inclusion and assessment technique adaptation. The lower score on the inclusion indicator indicates a need for more extensive integration of varied ideas and experiences. This is critical to establishing fairness and ensuring that all kids benefit equally from the physical education curriculum. Johnson and Parry's (2023) research underlines the need to integrate multiple

views to improve educational fairness and student well-being. Furthermore, the data suggest that existing evaluation approaches may not sufficiently meet all children's various needs and talents. Adaptive evaluation approaches are critical for ensuring physical education benefits all children, especially those with diverse physical abilities. Thompson and Green (2022) state that flexible and inclusive assessments are essential for effectively measuring student development and promoting equality.

Overall, the average rating of the implementation of

physical education courses for non-physical education students indicates that, while there are significant strengths in promoting diversity and social integration, there is also a clear need to improve inclusivity and adaptability within the curriculum and assessment methods. By addressing these issues, educational institutions may better meet their students' different requirements, resulting in more effective and equitable physical education programs.

Level of Awareness of the Non-Physical Education Collegiate Students towards Physical Education

**Table 6.** Level of Awareness of the Non-Physical Education Collegiate Students Towards Physical Education in Terms of Health Concept

Indicators	Mean	SD	V.I	Rank
1.I understand the connection between regular physical activity and its positive impact on overall health.	3.07	0.91	Average	9.5
2.I am aware of the specific health benefits associated with participating in physical education classes.	3.07	0.94	Average	9.5
3.I recognize the importance of incorporating physical exercise into my daily routine for better health.	3.16	0.92	Average	1
4.I understand how physical education contributes to the development of lifelong healthy habits.	3.13	0.90	Average	3.5
5.I am aware of the role of physical activity in preventing chronic health conditions.	3.06	0.92	Average	7.5
6.I recognize the link between physical fitness and physical and mental performance.	3.08	0.88	Average	6
7.I understand the importance of engaging in various forms of physical activity for overall well-being.	3.06	0.90	Average	7.5
8.I am knowledgeable about the recommended guidelines for physical activity set by health authorities.	3.13	0.94	Average	3.5
9.I recognize the impact of sedentary behavior on health and the benefits of staying active.	3.14	0.96	Average	2
10.I understand the relationship between physical fitness and mental health.	3.11	0.93	Average	5
COMPOSITE MEAN	3.10	0.68	Average	

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

Table 6 evaluates the degree of cognizance that non-physical education collegiate students possess regarding physical education in relation to the health concept. The average classification was indicated by an aggregate mean score of 3.10 with a standard deviation of 0.68. This indicates that they agree that they acknowledge the importance of incorporating physical exercise into their daily routine to improve their health (M = 3.16), understand the benefits of maintaining an active lifestyle and the negative effects of sedentary behavior (M = 3.14), and comprehend the role of physical education in the formation of lifelong healthy habits (M = 3.13). As indicated by the comments, the mean score for item number 3 was the highest. Item numbers 1 (I comprehend the correlation between regular physical activity and its beneficial effects on overall health) and 2 (I am cognizant of the specific health advantages associated with participation in physical education classes) had the lowest mean scores (M = 3.07).

The assessment yielded a mean score of 3.21, indicating that the teaching approaches successfully facilitate collaborative learning experiences and social integration. This suggests that the courses are practical in cultivating a nurturing and all-encompassing atmosphere, essential for student involvement and general welfare. Research has shown that learning settings that promote collaboration and inclusivity substantially positively impact students' social skills and emotional well-being. Gillies (2023) conducted research that demonstrates the positive impact of cooperative learning, particularly in inquiry-based environments, on students' engagement and cognitive growth. Moreover,

using technology to promote cooperation has enhanced student contact and involvement (Edutopia, 2023).

Conversely, the lowest average score of 3.05 suggests that there needs to be more inclusion in the curriculum design. This score indicates that the existing teaching methods may not wholly include a wide range of viewpoints and experiences, which is crucial for advancing fairness and the overall welfare of all students. The research underscores the need to incorporate multiple perspectives into the curriculum to promote educational fairness and student welfare, hence advocating for a more inclusive curriculum. Anderson and Coyle (2023) examine the obstacles and advantages of establishing genuinely inclusive educational settings, emphasizing the need for further efforts to guarantee that all students have representation and support.

The overall rating for including physical education courses for non-physical education students is considered average, with a composite mean score of 3.12. This average grade indicates a moderate level of performance, emphasizing notable strengths and areas that need development. The elevated ratings of collaborative learning and social integration suggest that the courses successfully cultivate an all-encompassing and encouraging atmosphere, which is crucial for student involvement and welfare. These strategies facilitate cultivating a collective identity and a feeling of inclusion among students, essential to their psychological and emotional well-being (Gillies, 2023; Edutopia, 2023). Furthermore, the curriculum strongly focuses on cultural competency, which guarantees that students feel appreciated and assisted, improving their academic achievements and

emotional welfare.

Nevertheless, the findings also highlight specific areas that require more focus, notably regarding the inclusiveness of curriculum design and the flexibility of assessment techniques. The lower score in the inclusiveness indicator indicates a need for a more thorough incorporation of different ideas and experiences. Ensuring fairness and equitable benefits for all pupils from the physical education curriculum is paramount (Anderson & Coyle, 2023). Furthermore, the results emphasize the need for adaptive evaluation techniques to cater to students' varied requirements and capabilities more effectively. Adaptable and comprehensive evaluations are crucial for precisely gauging student advancement and fostering fairness, guaranteeing that all pupils, irrespective of their physical capabilities, may get advantages from physical education.

## 7. Conclusion

1) The mean evaluations for the execution of physical education courses suggest that while the existing tactics are practical, there is significant potential for improvement. Improving sports management planning, evaluating curriculum, and expanding extracurricular activities may result in more efficient physical education programs. The ranking for diversity and social integration is higher than average, indicating that efforts in this area have been generally effective.

2) The mean levels of knowledge about health concepts and physical fitness views suggest that students have a fundamental comprehension of these domains. Nevertheless, improved educational endeavors are needed to further enrich students' understanding and admiration of the extensive advantages of physical education.

3) The mean scores for student involvement and benefit in sports activities, as measured by participation and engagement, skill development, sportsmanship, and healthy lifestyle choices, show a modest level of engagement and benefit. Enhancing these factors may result in improved physical and mental well-being, increased levels of involvement, and the cultivation of crucial life abilities, including collaboration, self-control, and sportsmanship.

4) The correlation between the implementation of physical education and students' awareness levels is substantial and robust, indicating that enhancing the quality and comprehensiveness of physical education programs directly improves students' knowledge of health and fitness. Investments in physical education infrastructure, curriculum development, and teacher training can significantly enhance students' health literacy.

5) There is a significant correlation between awareness and athletic behavior, suggesting that as students gain more information about health and fitness, their participation in sports activities also rises. This highlights the significance of educational initiatives that impart information and inspire students to actively engage in physical activities, resulting in better lifestyle choices and enhanced physical fitness.

6) The correlation between athletic behaviors and the implementation of physical education programs underscores that well-executed physical education efforts encourage active engagement in sports. This discovery underscores the need to implement thorough and top-notch physical education programs to cultivate a culture of physical exercise, improve students' sports habits, and promote their general growth and well-being.

## 8. Recommendations

1) Provide resources to enhance sports management planning and content by integrating proven strategies from successful programs and ensuring they are in line with the requirements and interests of students.

2) Revamp the physical education curriculum to guarantee its thoroughness and currency by integrating new research and educational benchmarks and establishing routine evaluations that test physical abilities, knowledge, and attitudes toward physical fitness and health.

3) Expand the scope of extracurricular sports activities offered to pupils, including competitive and leisure sports, and guarantee that facilities and equipment are easily accessible to all students.

4) Further enhance and prioritize diversity and social integration in physical education programs by integrating culturally relevant activities, advocating for inclusive approaches, and offering professional growth opportunities for instructors.

5) Execute focused educational initiatives and include health education into the comprehensive curriculum to augment students' comprehension of health principles, using dynamic and captivating approaches such as workshops, seminars, and digital resources.

6) Enhance the availability of educational materials and chances for students to learn about the advantages of physical fitness by organizing guest lectures, hands-on fitness programs, and readily available information on maintaining a healthy lifestyle.

7) Establish an inclusive atmosphere that fosters student engagement in sports by minimizing obstacles to participation and advocating for the advantages of regular physical exercise through success narratives and positive encouragement.

8) Emphasize organized skill development programs that provide explicit routes for students to advance, such as individualized coaching, frequent practice sessions, and seminars dedicated to increasing skills.

9) Incorporate teachings on sportsmanship and making good lifestyle choices into the physical education syllabus by engaging in conversations, enacting role-playing situations, and fostering a school environment that prioritizes fairness, respect, and promoting healthy living.

10) Allocate resources towards the professional development of physical education teachers to ensure they possess the necessary skills and knowledge to successfully implement impactful physical education programs. This includes promoting student awareness and involvement, as well as consistently assessing and analyzing these programs to identify areas in need of enhancement and to ensure they align with the changing needs of students.

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