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## Promoting Lifelong Physical Education Consciousness and Commitment in Sports Among Adolescents in a Selected Youth Organization Beijing, China

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### **Abstract:**

Promoting lifelong physical education consciousness and commitment in sports among adolescents is imperative in cultivating healthy lifestyles and overall well-being. Adolescence is a critical period where habits and attitudes towards physical activity are formed, making it an opportune time to instill a lasting appreciation for sports and fitness. In the context of a selected youth organization in China, understanding the multifaceted nature of sports commitment becomes essential for designing effective interventions and programs tailored to the unique needs and preferences of adolescents.

Research in the field of sports commitment offers valuable insights into the factors that influence individuals' sustained engagement in athletic activities. Studies conducted by van der Roest et al. (2017), Yıldırım (2020), and Merdan et al. (2021) have delved into various dimensions of sports commitment, ranging from organizational dynamics within sports clubs to individual psychosocial determinants such as motivation and

coaching environment. By examining these factors within the specific context of a youth organization in China, we can gain a deeper understanding of the drivers and barriers to adolescents' participation in sports.

This study seeks to contribute to the promotion of lifelong physical education consciousness and commitment among adolescents by elucidating the factors that shape their attitudes and behaviors towards physical activity. By identifying the key determinants of sports commitment within the context of the selected youth organization, interventions can be developed to foster a culture of active participation in sports and fitness activities. Such initiatives not only promote physical health but also contribute to the holistic development of adolescents, instilling values of teamwork, discipline, and resilience.

Through collaborative efforts between educators, youth leaders, and community stakeholders, we can create supportive environments that encourage adolescents to embrace physical activity as an integral part of their lives. By promoting a positive and inclusive sports culture within the youth organization, we aim to empower adolescents to lead active and healthy lifestyles well into adulthood. Ultimately, our goal is to enhance the overall well-being and quality of life of adolescents in China by fostering a lifelong commitment to physical education and sports.

### **Introduction:**

Promoting lifelong physical education consciousness and commitment in sports among adolescents is imperative in cultivating healthy lifestyles and overall well-being. Adolescence is a critical period where habits and attitudes towards physical activity are formed, making it an opportune time to instill a lasting appreciation for sports and fitness. In the context of a selected youth organization in China, understanding the multifaceted nature of sports commitment becomes essential for designing effective interventions and programs tailored to the unique needs and preferences of adolescents.

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towards physical activity. By identifying the key determinants of sports commitment within the context of the selected youth organization, interventions can be developed to foster a culture of active participation in sports and fitness activities. Such initiatives not only promote physical health but also contribute to the holistic development of adolescents, instilling values of teamwork, discipline, and resilience.

Through collaborative efforts between educators, youth leaders, and community stakeholders, we can create supportive environments that encourage adolescents to embrace physical activity as an integral part of their lives. By promoting a positive and inclusive sports culture within the youth organization, we aim to empower adolescents to lead active and healthy lifestyles well into adulthood. Ultimately, our goal is to enhance the overall well-being and quality of life of adolescents in China by fostering a lifelong commitment to physical education and sports.

### **Background of the Study:**

The background of this study is rooted in the shared motivation of the researchers, who are owners of a sports club, to promote lifelong physical education (PE) consciousness and sports commitment among adolescents in China. As owner of a sports club, the researcher has a vested interest in understanding the factors that influence individuals' sustained engagement in athletic activities, particularly

during adolescence, a critical period for habit formation and attitude development towards physical activity.

Driven by their commitment to fostering a culture of active living and well-being, the researchers recognize the importance of instilling a lifelong appreciation for sports and fitness from a young age. They are cognizant of the role that organized sports and structured physical education programs play in shaping individuals' attitudes and behaviors towards physical activity, not only during adolescence but throughout their lives.

Drawing on their firsthand experience in managing a sports club and interacting with adolescents, the researcher is keenly aware of the unique challenges and opportunities present in promoting sports commitment within this demographic group. They understand the need for tailored interventions and programs that consider the diverse interests, preferences, and barriers faced by adolescents in China.

Furthermore, as advocates for youth development and holistic well-being, the researchers are committed to leveraging their expertise and resources to create supportive environments that encourage adolescents to lead active and healthy lifestyles. They believe that by promoting physical education consciousness and sports commitment among adolescents, they can contribute to the overall health, happiness, and success of future generations in China.

Thus, the motivation of the researchers, as owner of a sports club, to promote lifelong physical education consciousness and sports commitment in China serves as the driving force behind this study. Their firsthand experience and commitment to youth development underscore the importance of understanding and addressing the factors that influence adolescents' engagement in sports and physical activity.

### **Promoting Lifelong Physical Education Consciousness:**

Lifelong Physical Education Consciousness (LPEC) refers to an enduring awareness and

commitment to engaging in physical activity throughout one's life. It encompasses not only the understanding of the importance of physical activity but also the development of habits and attitudes that promote regular exercise. In the context of high school and college education, cultivating LPEC is vital due to the increasing emphasis on academic achievement, which often leads to neglecting physical fitness. Several scholars advocate for integrating reflective teaching methods into physical education (PE) curricula to instill LPEC. Reflective teaching encourages students to critically assess their own physical activity habits, understand the benefits of exercise, and develop a lifelong commitment to staying physically active (Zhou, 2013).

**Lifelong Physical Education Consciousness (LPEC) encompasses the development of attitudes, knowledge, and habits that promote lifelong engagement in physical activity, contributing to individuals' overall well-being** (Dai et al., 2022; Li, 2019). It emphasizes the integration of physical activity into various aspects of life, including education, work, and leisure (Li, 2019). LPEC aims to instill a sense of responsibility and enjoyment in maintaining an active lifestyle throughout one's life (Goodway et al., 2014).

Lifelong Physical Education Consciousness (LPEC) is an evolving concept that emphasizes the integration of physical activity into various aspects of life, aiming to cultivate individuals' commitment to lifelong engagement in physical exercise and well-being (Qiu, 2019). It encompasses the development of attitudes, knowledge, and habits that promote a sustained active lifestyle (Zhang, 2016). The transition from traditional physical education teaching modes to those grounded in lifelong physical education involves a comprehensive reform, aiming to improve students' overall literacy and awareness of physical activity (Qiu, 2019). Key components of this transition include enhancing teachers' professional capabilities, utilizing effective resources both within and outside educational institutions, and fostering students' understanding of the long-term

benefits of regular physical activity (Qiu, 2019; Zhang, 2016).

Central to LPEC is the cultivation of lifelong sports consciousness, which aligns with contemporary educational ideals and aims to fully develop individuals' commitment to lifelong physical activity (Zhang, 2016). This involves instilling a deep understanding of the importance of physical education and exercise, particularly among college students who may face challenges related to sedentary lifestyles (Zhang, 2016; Zhao, 2004). Lifelong physical education seeks to extend beyond traditional classroom settings to encompass extracurricular activities and promote a holistic approach to health and fitness (Zhang, 2006). By integrating lifelong physical education principles into teaching practices and curriculum development, educators can effectively empower students to adopt healthy lifestyle habits that extend well beyond their academic years (Su-lin, 2020; Liu, 2007).

Efforts to cultivate LPEC also extend to specialized fields, such as training programs for flight cadets, where the development of lifelong physical education consciousness is crucial for producing high-quality pilots and enhancing the combat readiness of air force units (Zhao, 2004). Additionally, the cultivation of LPEC among police officers underscores the importance of physical education in ensuring the health and effectiveness of law enforcement personnel, thereby contributing to public safety (Liu, 2007). The integration of fitness courses into college curricula further reinforces the promotion of lifelong physical exercise, emphasizing not only physical fitness but also overall well-being (Liu, 2022). By addressing challenges and fostering a culture of lifelong physical education, educational institutions can play a pivotal role in promoting health and wellness among individuals and society as a whole.

Physical literacy, a core component of LPEC, refers to the acquisition of skills, knowledge, and attitudes necessary for active and healthy living (Dai et al., 2022). It emphasizes the importance of developing competence and confidence in

movement, enabling individuals to participate in a wide range of physical activities (Dai et al., 2022). Through initiatives such as the Chinese Healthy Physical Education Curriculum Model, efforts are made to integrate physical literacy into educational curricula, promoting the adoption of lifelong physical activity habits (Dai et al., 2022).

In the context of college physical education, promoting LPEC involves addressing challenges such as sedentary lifestyles and lack of awareness about the benefits of regular physical activity (Li, 2019). Efforts to reform college physical education programs focus on fostering students' understanding of the importance of lifelong physical activity and providing opportunities for regular exercise (Li, 2019). Inquiry-based teaching approaches have been proposed as effective strategies for stimulating students' interest in physical training and cultivating awareness of lifelong physical activity (Hua-bi, 2013).

LPEC requires a shift in teaching paradigms and curricular content to prioritize lifelong health and fitness over short-term athletic performance (Corbin, 2002). **This involves promoting self-esteem, feelings of competence, and self-management skills among students to encourage active living beyond the school setting (Corbin, 2002).** Additionally, integrating fundamental motor skill development into early childhood education is essential for laying the foundation for lifelong physical activity (Goodway et al., 2014).

The concept of lifelong physical education extends beyond individual behaviors to encompass broader societal goals, such as reducing obesity rates and promoting public health (Bendíková, 2021). It emphasizes the role of physical education in fostering positive attitudes toward physical activity and providing practical skills for lifelong engagement in sports and exercise (Bendíková, 2021). By incorporating the principles of lifelong physical education into teaching practices and curriculum development, educators can empower individuals to adopt healthy and active lifestyles that extend well beyond their school years (Bendíková, 2021).



Physical education curricula should be designed to actively promote lifelong physical activity and health, as recommended by the Centers for Disease Control and Prevention (CDC) (DeJong et al., 1998). This involves providing sequential instruction, developing positive attitudes toward physical activity, and fostering mastery of motor and behavioral skills necessary for lifelong participation. Research suggests that effective PE programs, such as Michigan's Exemplary Physical Education Curriculum (MI-EPEC), can significantly improve students' competence and attitudes toward physical activity (DeJong et al., 1998). Moreover, college students' consciousness and commitment to physical education are essential for forming lifelong sports habits (Jia, 2005). By understanding the values of PE and dedicating time, money, and energy to sports activities, students can promote a culture of physical activity on campus. Strategies for cultivating LPEC include integrating lifelong sports concepts into PE classes, promoting interest and habits in university sports, and encouraging students to adopt a sense of responsibility for their own physical well-being (Chen, 2009).

The components of Lifelong Physical Education Consciousness (LPEC) encompass various dimensions of individuals' attitudes, knowledge, and habits related to lifelong engagement in physical activity (Qiu, 2019). These include: 1. Attitudes Towards Physical Activity: LPEC involves cultivating positive attitudes towards physical activity, emphasizing its importance for overall well-being and lifelong health (Zhang, 2016); 2. Knowledge of Physical Education and Exercise: Individuals with LPEC possess a deep understanding of the principles and benefits of physical education and exercise, including its role in promoting physical, mental, and emotional health (Zhang, 2016; Su-lin, 2020); 3. Habits and Practices: LPEC encourages the development of lifelong habits and practices that prioritize regular physical activity as an integral part of daily life (Zhang, 2006). This includes integrating physical activity into various aspects of life, such as work, leisure, and personal routines; 4. Teacher

Professional Development: Enhancing teachers' professional capabilities is a key component of promoting LPEC, as educators play a crucial role in imparting knowledge and instilling positive attitudes towards physical activity among students (Qiu, 2019); 5. Resource Utilization: Effective utilization of resources both within and outside educational institutions is essential for promoting LPEC. This may involve leveraging community resources, sports facilities, and technological tools to support lifelong engagement in physical activity (Qiu, 2019); 6. Understanding Long-Term Benefits: Fostering students' understanding of the long-term benefits of regular physical activity is critical for promoting LPEC. This includes educating students about the importance of physical activity for maintaining health and preventing chronic diseases throughout their lives (Zhang, 2016); 7. Holistic Approach to Health and Fitness: LPEC extends beyond traditional physical education settings to encompass a holistic approach to health and fitness, integrating physical activity into extracurricular activities and promoting overall well-being (Zhang, 2006). 8. Specialized Training Programs: Efforts to cultivate LPEC extend to specialized fields, such as training programs for flight cadets and police officers, where physical education is integral to enhancing performance and ensuring the health and effectiveness of personnel (Zhao, 2004; Liu, 2007).

The adoption of lifelong physical activity habits can have significant health benefits, including improved metabolic capacity, muscle mass maintenance, and reduced risk of chronic diseases such as type 2 diabetes (Sailani et al., 2019). Therefore, educational institutions should prioritize the development of LPEC among students by implementing evidence-based PE programs, fostering reflective teaching practices, and promoting a culture of physical activity that extends beyond the classroom (Shi, 2023). These efforts are crucial for ensuring that students graduate with the knowledge, skills, and motivation to lead active and healthy lifestyles throughout their lives.

In the endeavor to promote Lifelong Physical Education Consciousness (LPEC), scholars have emphasized the importance of integrating reflective teaching methods into physical education (PE) curricula. Reflective teaching encourages students to critically assess their own physical activity habits, comprehend the benefits of exercise, and develop a lifelong commitment to staying physically active (Zhou, 2013). Furthermore, physical education programs should actively endorse lifelong physical activity and health, as recommended by the Centers for Disease Control and Prevention (CDC) (DeJong et al., 1998). This involves providing sequential instruction, cultivating positive attitudes toward physical activity, and fostering mastery of motor and behavioral skills necessary for lifelong participation. Research indicates that effective PE programs, such as Michigan's Exemplary Physical Education Curriculum (MI-EPEC), can significantly enhance students' competence and attitudes toward physical activity (DeJong et al., 1998).

Moreover, college students' consciousness and commitment to physical education are pivotal for forming lifelong sports habits (Jia, 2005). By understanding the values of PE and dedicating time, money, and energy to sports activities, students can cultivate a culture of physical activity on campus. Strategies for fostering LPEC include integrating lifelong sports concepts into PE classes, promoting interest and habits in university sports, and encouraging students to adopt a sense of responsibility for their own physical well-being (Chen, 2009). The adoption of lifelong physical activity habits can have significant health benefits, including improved metabolic capacity, muscle mass maintenance, and reduced risk of chronic diseases such as type 2 diabetes (Sailani et al., 2019).

Therefore, educational institutions should prioritize the development of LPEC among students by implementing evidence-based PE programs, fostering reflective teaching practices, and promoting a culture of physical activity that extends beyond the classroom (Shi, 2023). These

efforts are crucial for ensuring that students graduate with the knowledge, skills, and motivation to lead active and healthy lifestyles throughout their lives.

In high school education, where students face increasing academic pressure, Li (2020) emphasizes the importance of enhancing physical education quality to improve students' physical fitness and overall well-being. Reflective teaching methods, as advocated by Zhou (2013), play a crucial role in instilling LPEC by promoting students' understanding of the significance of physical activity and fostering lifelong habits.

At the college level, initiatives such as Michigan's Exemplary Physical Education Curriculum (MI-EPEC), discussed by DeJong et al. (1998), focus on integrating lifelong physical activity promotion into curricula. Additionally, Jia (2005) highlights the role of students' consciousness and participation in sports activities in forming lifelong habits.

Further research, such as that conducted by Sailani et al. (2019), delves into the biological underpinnings of lifelong physical activity, providing insights into its health benefits at the molecular level. Moreover, strategies for promoting lifelong sports consciousness among college students, as proposed by Chen (2009), underscore the importance of integrating sports culture into campus life.

Studies also explore the impact of lifelong physical activity on neuromuscular function, as demonstrated by Pethick (2023), highlighting the protective effect of physical activity against age-related decline in muscle force control.

Additionally, the correlation between individual interest and university engagement in physical education, as examined by Lobo et al. (2023), underscores the importance of fostering positive attitudes and participation in physical activities throughout higher education.

Finally, Shi (2023) emphasizes the continuous evaluation and innovation of physical education teaching methods in colleges and universities based

on the concept of lifelong physical education to ensure the effective promotion of students' physical well-being.

In conclusion, Lifelong Physical Education Consciousness (LPEC) represents a multifaceted approach to promoting lifelong engagement in physical activity and fostering positive attitudes toward health and fitness. By integrating physical literacy into educational curricula, reforming teaching practices, and emphasizing the importance of regular exercise, educators can play a crucial role in cultivating LPEC among students and promoting lifelong health and well-being.

### **Commitment in Sports:**

Psychological theories such as the Sport Commitment Model and the Theory of Planned Behavior offer insights into the cognitive and affective factors influencing individuals' commitment to sports. Jess (2009) explores how factors like **motivation, attitudes, and perceived behavioral control shape commitment and participation intentions among post-secondary students**. It was found that students who had a strong motivation to succeed in sports, positive attitudes towards physical activity, and a sense of control over their participation were more likely to stay committed to their sport. Additionally, Jess discovered that social influences, such as peer support and coach encouragement, played a significant role in shaping individuals' commitment levels. Overall, her research highlights the complex interplay of psychological factors that contribute to individuals' dedication and engagement in sports.

**Commitment in sports encompasses a multifaceted construct that influences individuals' engagement, dedication, and persistence in athletic activities.** Studies have explored various factors contributing to commitment levels among athletes across different contexts and populations.

Research into sports commitment has yielded valuable insights across various dimensions, shedding light on the factors influencing individuals' dedication and engagement in athletic

activities. Van der Roest et al. (2017) delved into the involvement and commitment of members and volunteers in European sports clubs, providing insights into affiliation, voluntary work, and social integration within these organizations. Similarly, Yıldırım (2020) examined sports commitment levels among students in a school of physical education and sports, identifying significant differences based on variables such as class, years of sports participation, and licensing status. These studies underscore the diverse factors that shape individuals' commitment to sports, ranging from organizational dynamics to personal characteristics.

Moreover, Merdan et al. (2021) conducted a systematic review of psychosocial factors associated with sports commitment, highlighting individual and social determinants such as motivation and coaching environment. Samur et al. (2019) explored organizational commitment in sports clubs, emphasizing emotional, continuity, and normative dimensions among managers. These studies underscore the importance of both internal and external factors in fostering commitment within sports contexts, indicating the complex interplay between individual motivations and organizational structures.

Aykora et al. (2022) examined the relationship between sports commitment and academic achievements, revealing associations with gender and licensed sports participation. Han et al. (2022) investigated the link between sports commitment and life satisfaction among winter sports athletes, finding a positive correlation between commitment levels and overall satisfaction. These findings highlight the broader implications of sports commitment beyond the athletic domain, suggesting potential benefits for academic and psychological well-being. Similarly, Yahiro et al. (2022) proposed a model for improving sports coach commitment among teachers, emphasizing the role of social support and coach identity. Ahn and Shin (2022) explored the causality between sports commitment and satisfaction, highlighting the influence of leadership in sports activities on participants' immersion and enjoyment. These

studies underscore the importance of supportive environments and effective leadership in fostering commitment among athletes and coaches, pointing to the role of interpersonal relationships and organizational culture.

Alfeun and ALkhafaf (2022) developed a scale to measure sports commitment among players in team games, demonstrating its validity and applicability. Tan et al. (2021) investigated health promotion through sports, revealing correlations between self-efficacy, commitment, and sports health among teenagers. These studies contribute to the practical assessment of sports commitment and its implications for health promotion, suggesting avenues for intervention and programming to enhance individuals' well-being through sports participation.

Ab. Rahim et al. (2021) examined factors influencing sports volunteer commitment among students, shedding light on motivations and organizational aspects. Furthermore, Jung and Lee (2021) explored the relationship between intrinsic motivation and sports commitment among college athletes, highlighting the role of internal drive in sustaining commitment. Finally, Bingöl and Bingol (2020) examined goal commitment and subjective happiness among sport sciences students, emphasizing the potential benefits of active sports participation on commitment levels and overall well-being. These studies collectively deepen our understanding of commitment in sports, offering valuable insights into its determinants and implications for individuals, organizations, and society as a whole.

The exploration of commitment in sports spans various studies across different populations and settings, shedding light on the multifaceted factors influencing engagement and outcomes. Tan et al. (2021) emphasize the critical role of effective instruction in Chinese university ski classes, highlighting its impact on students' learning attitude, sport commitment, and intention for physical activity adherence. Similarly, Joung et al. (2024) delve into the significance of enjoyment and commitment among middle school students

participating in school sports club activities, underscoring the importance of fostering positive experiences to sustain engagement in physical activities. Drawing from established models, Jess (2009) examines sport commitment and participation intentions among post-secondary students, emphasizing the psychological factors and planned behavior shaping students' involvement in sports.

Furthermore, Reshetnikov et al. (2022) reveal a discrepancy between awareness of sports benefits and actual involvement among students in medical universities, highlighting the challenges in maintaining personal engagement amid academic pressures. Leyton-Román et al. (2021) explore motivation and commitment during the COVID-19 lockdown, stressing the significance of self-determined motivation and psychological needs satisfaction in sustaining sports engagement during challenging circumstances.

Moreover, psychological factors play a crucial role in managing stressors and maintaining commitment, as evidenced by Ozaki et al. (2016), who investigate the relationships between stress, commitment, and resilience among high school athletes. Meanwhile, Hagiwara and Isogai (2014) develop a tool to measure sports commitment, revealing its positive association with participation frequency among college students.

Ethical considerations also emerge as significant in fostering commitment and responsibility within sports organizations, as highlighted by Salimi et al. (2020). Additionally, coaching practices significantly influence athletes' commitment levels and performance, as explored by Notario-Alonso et al. (2023).

Moreover, athletes demonstrate resilience and determination in maintaining commitment despite challenges, as shown by Ohji et al. (2021) in their study on athletes post-injury. Individual characteristics and psychological factors also play a role in motivating sports participation, as evidenced by Asghari et al. (2022), who investigate the interplay between personality traits, enjoyment,



commitment, and competitive anxiety among wrestlers.

Lastly, the moderating effect of sports participation on the relationship between job stress and organizational commitment among elementary school teachers is highlighted by Yang and Yoon (2022), indicating the potential of sports engagement in mitigating the negative impact of stress on commitment. Overall, these studies collectively contribute to our understanding of commitment in sports by examining various influencing factors and outcomes across diverse contexts and populations.

### **Theoretical Framework:**

The theoretical framework proposed by Sulin-Yi (2020) advocates for a transformative approach to physical education within colleges and universities, aiming to instill lifelong consciousness regarding the importance of regular physical activity. This framework emphasizes the necessity of redefining the role of physical education instructors, urging them to discard traditional teaching methodologies in favor of innovative approaches that actively promote sustained engagement in exercise. Rather than viewing physical education as merely a means to fulfill academic requirements or enhance physical fitness, educators are encouraged to reconceptualize it as a platform for fostering students' intrinsic motivation to participate in lifelong physical activity.

A key aspect of this framework involves empowering students to recognize the myriad benefits of regular exercise and to internalize the value of incorporating physical activity into their daily routines. By equipping students with the knowledge and motivation to view exercise as an essential component of their overall well-being, colleges and universities can lay the groundwork for a lifelong commitment to physical fitness. This necessitates not only providing students with comprehensive information about the benefits of exercise but also fostering a sense of personal agency and responsibility for maintaining an active lifestyle beyond the confines of formal education.

Furthermore, the framework underscores the importance of enriching the content and delivery of physical education curricula to ensure that they resonate with students and stimulate ongoing interest in physical activity. By leveraging innovative teaching methods and incorporating diverse instructional materials, educators can create dynamic learning experiences that captivate students' attention and inspire them to actively participate in physical education. From organizing mini-games to introducing specialized sports projects, colleges and universities have the opportunity to offer engaging and relevant activities that promote lifelong engagement with physical fitness.

Additionally, the framework emphasizes the need for a comprehensive approach to sports evaluation that goes beyond traditional performance metrics. By recognizing and valuing students' diverse talents and contributions within the realm of physical activity, colleges can reinforce the intrinsic rewards of sports participation and encourage students to embrace physical fitness as a lifelong pursuit. Through thoughtful and inclusive evaluation practices, educators can foster a culture that celebrates students' efforts and achievements in the realm of physical education, further reinforcing their commitment to lifelong physical activity.

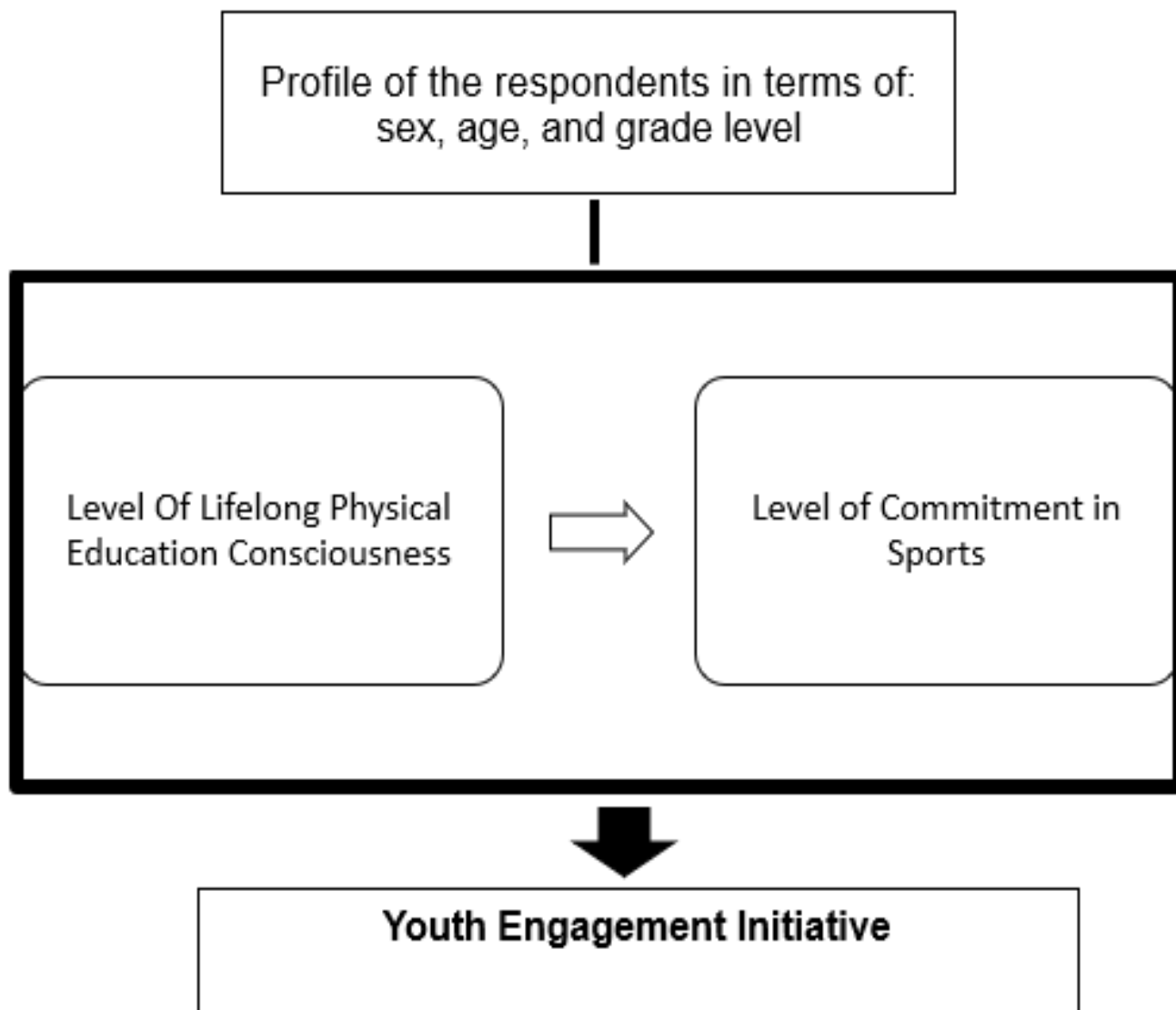
In summary, the theoretical framework proposed by Sulin-Yi (2020) serves as a guiding blueprint for colleges and universities seeking to promote lifelong physical education consciousness among students. By embracing innovative teaching methodologies, empowering students to recognize the benefits of regular exercise, and adopting comprehensive evaluation practices, institutions can play a pivotal role in shaping a generation of individuals who prioritize physical fitness as an integral aspect of their personal and academic lives.

### **Conceptual Framework:**

The conceptual paradigm of the study aligns with the theoretical framework proposed by Sulin-Yi (2020), which emphasizes the importance of instilling lifelong physical education consciousness

among adolescents. The study seeks to investigate the relationship between this consciousness and

adolescents' commitment to sports within a selected youth organization in China.



The research paradigm for this study involves three frames of analysis to investigate different aspects related to adolescents' physical education consciousness, commitment to sports, and demographic profiles.

#### Frame 1: Profile of the Respondents

In this frame, the focus is on gathering demographic information about the respondents. This includes variables such as sex, age, and grade level. Understanding these demographic characteristics provides a foundational understanding of the sample population and allows for subsequent analyses to be contextualized within the demographics of the respondents.

#### Frame 2: Level of Lifelong Physical Education Consciousness

This frame examines the respondents' level of lifelong physical education consciousness. It includes assessing various dimensions such as their understanding of exercise benefits, regular exercise habits, recognition of physical education's importance, access to sports facilities, knowledge of sports, and appreciation of innovative teaching. By exploring these aspects, researchers can gauge the extent to which respondents are aware of and engaged in lifelong physical education practices.

#### Frame 3: Level of Commitment in Sports

In this frame, the focus shifts to evaluating the respondents' commitment to sports. This involves

assessing their engagement, dedication, and persistence in athletic activities. By examining these dimensions, researchers can gain insights into the level of involvement and dedication of respondents towards sports participation.

Output: Youth Engagement Initiative

The output of the study involves proposing Youth Engagement Initiatives based on the findings from the analysis of the three frames. These initiatives aim to address any identified gaps or areas for improvement in adolescents' physical education consciousness and commitment to sports. By implementing targeted initiatives, stakeholders can promote and enhance adolescents' participation in physical activities, thereby contributing to their overall health and well-being.

### Research Objectives:

The study aims to:

1. Understand the characteristics of the respondents (sex, age, grade level).
2. Measure how much the respondents value lifelong physical education, including their exercise habits, awareness of its importance, access to facilities, sports knowledge, and appreciation of innovative teaching.
3. Determine if these factors vary based on the respondents' profiles.
4. Assess the level of commitment to sports among the respondents, considering their engagement, dedication, and persistence.
5. Examine if commitment to sports differs based on the respondents' profiles.
6. Explore whether there's a connection between valuing lifelong physical education and commitment to sports.
7. Suggest initiatives to engage youth in promoting lifelong physical education and commitment to sports based on the study's findings.

### Statement of the Problem:

The general objective of the study is to examine the relationship between lifelong physical education consciousness and commitment to sports

among adolescents in a selected youth organization in Beijing, China.

1. What is the profile of the respondents in terms of:
  - 1.1. sex;
  - 1.2. age;
  - 1.3. grade level?
2. What is the level of lifelong Physical Education Consciousness among the respondents in terms of their:
  - 2.1. understanding of exercise benefits;
  - 2.2. regular exercise habits;
  - 2.3. recognition of physical education's importance;
  - 2.4. access to sports facilities;
  - 2.5. knowledge of sports; and
  - 2.6. appreciation of innovative teaching?
3. Is there a significant difference in the level of lifelong physical education consciousness of the respondents when grouped according to profile?
4. What is the level of commitment in sports of the respondents in terms of:
  - 4.1. engagement;
  - 4.2. dedication; and
  - 4.3. persistence in athletic activities?
5. Is there a significant difference in the level of commitment in sports of the respondents when grouped according to profile?
6. Is there a correlation between the level of lifelong physical education consciousness and the level of commitment in sports of the respondents?
7. Based on the data, what Youth Engagement Initiatives can be proposed?

### Hypothesis:

1. There is no significant difference in the level of lifelong physical education consciousness of the respondents when grouped according to profile.
2. There is no significant difference in the level of commitment in sports of the respondents when grouped according to profile.
3. There is no correlation between the level of lifelong physical education consciousness and

the level of commitment in sports of the respondents.

### **Significance of the Study:**

The significance of the study lies in its potential to contribute to the promotion of lifelong physical education consciousness among adolescents, particularly within the context of a selected youth organization in China. This research holds several implications and beneficiaries:

**Youth Organizations.** The findings of the study can provide valuable insights for youth organizations in understanding the factors influencing adolescents' attitudes and behaviors towards physical education. By implementing strategies informed by the research, these organizations can better support the holistic development of young individuals, fostering a culture of lifelong physical activity and well-being.

**Educational Institutions.** Schools and educational institutions can benefit from the study's findings by gaining a deeper understanding of effective approaches to promoting physical education consciousness among students. This knowledge can inform curriculum development, teacher training programs, and extracurricular initiatives aimed at enhancing students' engagement in physical activity both within and outside the classroom.

**Physical Education Teachers.** The research can serve as a resource for physical education teachers, offering valuable insights into innovative teaching methods, motivational techniques, and strategies for promoting lifelong physical activity among adolescents. By incorporating evidence-based practices into their teaching, educators can play a pivotal role in instilling positive attitudes towards physical education and active living.

**Adolescents and Parents.** Adolescents and their parents stand to benefit from the study's outcomes by gaining a deeper understanding of the importance of lifelong physical education consciousness and its impact on overall health and well-being. The research findings can empower adolescents to take ownership of their health and

make informed choices regarding physical activity participation, while also providing parents with guidance on how to support their children's active lifestyles.

**Health and Wellness Promotion.** The study contributes to efforts aimed at promoting public health and wellness by highlighting the significance of physical education in fostering lifelong habits of physical activity. By emphasizing the importance of starting healthy habits early in life, the research supports broader initiatives aimed at reducing sedentary behavior, preventing chronic diseases, and improving overall population health.

### **Scope and Delimitation:**

The research design employed in this study is a quantitative comparative correlational approach. This design involves quantifying variables related to lifelong physical education consciousness and commitment to sports among adolescents and then comparing these variables to identify relationships or correlations between them.

The study will collect quantitative data to measure various aspects of respondents' lifelong physical education consciousness and sports commitment, including their understanding of exercise benefits, regular exercise habits, recognition of physical education's importance, access to sports facilities, knowledge of sports, and appreciation of innovative teaching. These variables will be quantified using scales or Likert-type items in surveys or questionnaires.

The comparative aspect of the design involves comparing these variables across different groups or profiles of respondents, such as sex, age, and grade level. By grouping respondents based on these demographic characteristics, the study aims to identify any significant differences in lifelong physical education consciousness and sports commitment among different groups.

Finally, the correlational aspect of the design involves analyzing the relationships between lifelong physical education consciousness and commitment to sports. Through statistical analysis, such as correlation coefficients, the study will



explore whether there is a significant correlation between these two constructs among the respondents.

Overall, the quantitative comparative correlational approach allows for a systematic examination of the relationship between lifelong physical education consciousness and commitment to sports among adolescents, providing valuable insights into factors influencing these constructs.

### **Definition of Terms:**

Physical Education Consciousness refers to individuals' awareness, understanding, and appreciation of the importance of physical education in promoting lifelong health, well-being, and holistic development.

Understanding of Exercise Benefits is the extent to which respondents comprehend the positive impacts of physical exercise on their physical health, mental well-being, and overall quality of life.

Regular Exercise Habits is the frequency and consistency of physical activity participation among respondents over a specified period. This encompasses engaging in structured exercise routines, recreational activities, or sports on a regular basis, typically measured in terms of weekly or monthly frequency.

Recognition of Physical Education's Importance pertains to the acknowledgment and appreciation of the significance of formal physical education programs in schools or educational institutions.

Access to Sports Facilities is the availability and usability of facilities and resources conducive to engaging in physical activities and sports.

Knowledge of Sports refers to the level of familiarity, understanding, and proficiency in various sports disciplines, rules, techniques, and strategies.

Appreciation of Innovative Teaching is the extent to which respondents value and embrace creative and modern teaching approaches and methodologies employed in physical education.

Sports commitment refers to the level of dedication, involvement, and perseverance individuals demonstrate towards their participation in sports-related activities.

Engagement in Sports is the level of active involvement and participation of respondents in sports activities, including their enthusiasm, effort, and time spent participating in sports-related events, practices, competitions, or training sessions.

Dedication to Sports refers to the degree of commitment and devotion shown by respondents towards their involvement in sports, including their willingness to make sacrifices, set goals, and consistently work towards improving their skills and performance in their chosen athletic activities.

Persistence in Athletic Activities is the extent to which respondents demonstrate resilience, determination, and continuity in their participation in sports, as evidenced by their ability to overcome challenges, setbacks, or obstacles and maintain their involvement in athletic endeavors over time.

### **Research Methodology:**

#### **Design:**

For this study, a quantitative comparative correlational research design will be employed. This design is chosen because it allows for the investigation of relationships between variables, specifically lifelong physical education consciousness and commitment to sports among adolescents.

Quantitative methods are suitable for this research as they provide numerical data that can be analyzed statistically to identify patterns, trends, and correlations. The comparative aspect of the design will allow for comparisons to be made between different demographic groups, such as gender, age, and grade level, to determine if there are significant differences in lifelong physical education consciousness and sports commitment.

The correlational aspect of the design is essential as it enables the examination of the relationship between lifelong physical education consciousness

and commitment to sports. By measuring both variables and analyzing their correlation, it will be possible to determine if higher levels of lifelong physical education consciousness are associated with greater commitment to sports among adolescents.

This design is needed to address the research questions effectively by providing quantitative data that can be analyzed to identify patterns and relationships between variables. Additionally, it allows for comparisons between different groups of respondents, providing valuable insights into potential differences in lifelong physical education consciousness and sports commitment based on demographic factors. Overall, the quantitative comparative correlational design will enable a comprehensive investigation into the relationship between lifelong physical education consciousness and commitment to sports among adolescents.

#### **Locale of the Study:**

The selected youth organization for this study is situated in Beijing, China's vibrant capital city. Beijing is renowned for its rich history, cultural heritage, and modern development, making it an ideal locale for conducting research on youth engagement in physical education and sports.

The youth organization caters to adolescents aged 12 to 18 years old and provides a range of recreational, educational, and developmental programs. It serves as a hub for young people to socialize, learn new skills, and participate in various activities aimed at personal growth and community engagement.

Located in a bustling urban area, the youth organization is easily accessible to residents of Beijing, with convenient transportation links and amenities nearby. The facility is equipped with indoor and outdoor spaces for sports and recreational activities, including sports fields, courts, gyms, and multipurpose rooms.

The organization's mission is to promote holistic development among adolescents, emphasizing the importance of physical fitness, mental well-being, and social interaction. It offers a diverse range of

programs and initiatives designed to foster lifelong values such as teamwork, leadership, and resilience.

The demographic profile of the youth organization reflects the cultural diversity and dynamism of Beijing's population. Adolescents from various socio-economic backgrounds, ethnicities, and educational levels participate in its programs, contributing to a vibrant and inclusive community environment.

Overall, the youth organization in Beijing provides a conducive setting for studying the relationship between lifelong physical education consciousness and commitment to sports among adolescents, offering valuable insights into youth development and engagement in a rapidly evolving urban context.

#### **Participants:**

For this study, the participants will be selected through random sampling from the pool of adolescents actively engaged in the programs of the selected youth organization in Beijing, China. A total of 500 adolescents will be included in the sampling frame, representing the diverse population of the organization.

From the total pool of participants, a sample size of 218 respondents will be randomly selected using a systematic random sampling technique. This method ensures that each member of the population has an equal chance of being selected, thereby enhancing the representativeness of the sample.

The random sampling process will be conducted in accordance with established research protocols to minimize bias and ensure the validity and reliability of the study findings. Participants will be informed about the purpose and nature of the research, and their voluntary participation will be sought.

By employing random sampling techniques and selecting a sizable sample from the target population, this study aims to capture a comprehensive understanding of the relationship between lifelong physical education consciousness

and commitment to sports among adolescents in the selected youth organization.

### **Instrument:**

For this study, a structured questionnaire will serve as the primary instrument for data collection. This questionnaire, meticulously crafted by the researcher, will be divided into distinct sections, each targeting specific aspects relevant to the investigation of lifelong physical education consciousness and commitment to sports among adolescents. The questionnaire will encompass three main sections: the profile of respondents, lifelong physical education consciousness, and commitment in sports.

The profile section will gather demographic information, including sex, age, and grade level, to provide a comprehensive understanding of the participants. Following this, the section on lifelong physical education consciousness will delve into various constructs such as understanding of exercise benefits, regular exercise habits, recognition of physical education's importance, access to sports facilities, knowledge of sports, and appreciation of innovative teaching methods. Each of these constructs will be meticulously probed to gauge the depth of respondents' engagement with physical education and sports-related activities.

The commitment in sports section will focus on assessing the participants' level of engagement, dedication, and persistence in athletic pursuits. These constructs are crucial in understanding the extent to which individuals commit themselves to sports activities over time. The questionnaire items for each section will be carefully designed to capture both quantitative and qualitative data, allowing for a comprehensive analysis of the research variables.

To ensure the validity and reliability of the questionnaire, rigorous measures will be implemented. The items will be derived from established scales and theories related to physical education and sports psychology. Expert reviews will be conducted to assess content validity, and reliability will be evaluated through statistical

analyses such as Cronbach's alpha coefficient. Additionally, pre-testing of the questionnaire will be carried out to refine the items and enhance clarity and comprehensibility.

Overall, the questionnaire will serve as a robust tool for gathering data essential for exploring the intricate relationship between lifelong physical education consciousness and commitment to sports among adolescents in the selected youth organization in Beijing, China.

### **Data Gathering Procedure:**

The data gathering procedure for this study will involve several systematic steps to ensure the collection of reliable and valid data. Firstly, after obtaining ethical approval, the researcher will seek permission from the relevant authorities to conduct the study within the selected youth organization in Beijing, China. Once permission is granted, the researcher will proceed to administer the structured questionnaire to the participants.

Prior to the actual data collection, the researcher will conduct a pilot test of the questionnaire on a small sample of participants to assess its clarity, comprehensibility, and appropriateness. Any necessary revisions will be made based on the feedback received during the pilot test to enhance the validity and reliability of the instrument.

Upon identifying the participants, the researcher will distribute the questionnaire to them either in person or electronically, depending on the preferred mode of administration. Clear instructions will be provided to the participants regarding the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses.

Participants will be given sufficient time to complete the questionnaire, and the researcher will be available to address any queries or concerns they may have during the data collection process. Once the questionnaires are collected, the researcher will meticulously organize and code the data for subsequent analysis.

### **Statistical Analysis of Data:**

The statistical analysis of the data will involve both descriptive and inferential statistics to gain insights into the variables under investigation and test the hypotheses formulated in the study.

Descriptive statistics will be employed to summarize and describe the characteristics of the participants, including their demographic profiles, level of lifelong physical education consciousness, and commitment to sports. Measures such as means, standard deviations, frequencies, and percentages will be calculated to provide a clear picture of the data distribution and central tendencies.

Inferential statistics will be utilized to make inferences and draw conclusions about the population based on the sample data collected. Specifically, inferential tests such as t-tests, ANOVA, and correlation analyses will be conducted to examine relationships between variables, test for differences among groups, and determine the strength and direction of associations.

The choice of statistical tests will depend on the nature of the variables and the research questions being addressed. For instance, t-tests may be used to compare means between two groups (e.g., male vs. female participants), while ANOVA may be employed to assess differences among multiple groups (e.g., different age or grade levels).

Correlation analyses, such as Pearson's correlation coefficient, will be conducted to examine the relationship between lifelong physical education consciousness and commitment to sports. This analysis will help determine whether there is a significant association between these variables and the direction and strength of the relationship.

Overall, the statistical analysis of the data will provide valuable insights into the relationships and patterns within the dataset, allowing for a comprehensive understanding of the factors influencing lifelong physical education consciousness and commitment to sports among adolescents in the selected youth organization in Beijing, China.

### **Ethical Consideration:**

Ethical considerations are paramount in conducting research involving human participants. In this study, several ethical principles will be adhered to ensure the rights, well-being, and confidentiality of the participants are protected.

**Informed Consent:** Prior to participating in the study, all participants will be provided with detailed information about the research objectives, procedures, potential risks and benefits, and their rights as participants. Informed consent will be obtained from each participant or their legal guardians if they are minors. Participants will have the freedom to decline participation or withdraw from the study at any time without penalty.

**Confidentiality:** The privacy and confidentiality of the participants' information will be strictly maintained throughout the research process. Data collected from the participants will be kept confidential and will only be accessible to the research team. Personal identifiers will be removed or anonymized to ensure participants' anonymity in any reports or publications resulting from the study.

**Voluntary Participation:** Participation in the study will be entirely voluntary, and no coercion or undue influence will be exerted on the participants to participate. Participants will be informed that their decision to participate or not will not affect their standing within the youth organization or any other aspect of their involvement.

**Protection from Harm:** Measures will be implemented to minimize any potential physical, psychological, or emotional harm to the participants. The research instruments and procedures will be designed in a way that avoids causing distress or discomfort to the participants. Additionally, participants will be assured of the confidentiality of their responses to encourage open and honest participation.

**Respect for Participants' Rights:** The research will be conducted with respect for the participants' autonomy, dignity, and rights. Any concerns or complaints raised by the participants will be addressed promptly and appropriately. The



research team will strive to foster a supportive and respectful environment throughout the study.

Ethical Approval: The research protocol will be submitted to the relevant institutional review board or ethics committee for approval before commencing the study. The study will be conducted in compliance with ethical guidelines and regulations governing research involving human participants.

By adhering to these ethical considerations, the research team aims to conduct the study in a responsible and ethical manner, ensuring the integrity and trustworthiness of the research outcomes while safeguarding the rights and welfare of the participants.

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## Appendix A:

### Part 1: Demographic Profile

Please provide the following information:

1. Sex:

- Male
- Female

2. Age:

- 12-14 years old
- 15-17 years old
- 18-20 years old

3. Grade Level:

- Middle School (Grades 7-9)
- High School (Grades 10-12)
- College (Freshman or Equivalent)

### PART 2: Physical Education Consciousness

Please read each statement carefully and indicate your level of agreement based on your experiences and feelings. Use the following scale to respond:

1. Strongly Disagree
2. Disagree
3. Agree



4. Strongly Agree

Choose the number that best represents your opinion for each statement. There are no right or wrong answers. Your honest responses will greatly help us understand your perspectives.

STATEMENTS	4	3	2	1
Understanding of Exercise Benefits:				
1. Regular exercise helps keep my body strong and healthy.				
2. Exercise improves my mood and reduces stress.				
3. Being active gives me more energy throughout the day.				
4. Exercise is good for my heart and lungs.				
5. Physical activity helps me sleep better at night.				
6. Moving my body helps me concentrate better in school.				
7. I feel proud of myself when I exercise regularly.				
8. Exercise can be enjoyable and fun.				
Regular Exercise Habits:				
1. I engage in physical activities or sports at least three times a week.				
2. I make exercise a priority even when I have a lot of schoolwork.				
3. I enjoy being active and find ways to move my body every day.				
4. Trying different activities keeps my exercise routine interesting.				
5. I schedule time for exercise in my daily routine.				
6. I participate in active hobbies like biking, dancing, or playing sports.				
7. I encourage my friends to exercise and join me in physical activities.				
8. Exercising makes me feel happier and more energized.				
Recognition of Physical Education's Importance:				
1. Physical education classes help me learn important skills like teamwork and leadership.				
2. PE classes teach me how to stay healthy and take care of my body.				
3. I understand that PE is not just about playing games but also about staying fit.				

4. PE helps me discover new sports and activities I enjoy.				
5. I appreciate the role of PE in keeping me active and healthy.				
6. PE classes boost my confidence in my physical abilities.				
7. I value the time spent in PE class because it improves my overall well-being.				
8. I recognize PE as an essential part of my education.				
Access to Sports Facilities:				
1. I have access to sports facilities like gyms or fields where I can exercise.				
2. Sports equipment and resources are readily available for me to use.				
3. I can easily find places to play sports or engage in physical activities.				
4. My school or community provides adequate facilities for sports and exercise.				
5. I feel comfortable using sports facilities near my home or school.				
6. Access to sports facilities motivates me to stay active and fit.				
7. I have opportunities to try different sports or activities because of available facilities.				
8. Access to sports facilities makes it convenient for me to exercise regularly.				
Knowledge of Sports:				
1. I understand the basic rules and techniques of different sports.				
2. I can name several sports and describe how they are played.				
3. I know the benefits of participating in various sports and physical activities.				
4. Learning about sports helps me appreciate different forms of exercise.				
5. I enjoy watching and learning about different sports.				
6. I can identify different sports equipment and explain their uses.				

7. Knowing about sports encourages me to try new activities and challenges.				
8. I enjoy learning new skills and strategies related to different sports.				
Appreciation of Innovative Teaching:				
1. I find physical education classes more enjoyable when they use creative and fun teaching methods.				
2. The use of innovative teaching techniques in PE class increases my interest and engagement.				
3. Incorporating technology like videos and games makes PE class more enjoyable for me.				
4. Interactive activities in PE class help me learn better and remember things longer.				
5. I value teachers who utilize different teaching approaches to keep PE exciting and engaging.				
6. Trying out new teaching methods in PE class makes the learning experience more enjoyable for me.				
7. I eagerly anticipate PE class when teachers incorporate innovative teaching techniques.				
8. Innovative teaching methods in PE make me feel more motivated to actively participate in class activities.				

### PART 3: SPORTS COMMITMENT

Please read each statement carefully and indicate your level of agreement based on your experiences and feelings. Use the following scale to respond:

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

Choose the number that best represents your opinion for each statement. There are no right or wrong answers. Your honest responses will greatly help us understand your perspectives. Thank you for your participation!

STATEMENTS	4	3	2	1
Engagement in Sports:				
1. I eagerly look forward to participating in sports activities.				
2. I enjoy being active and involved in sports with friends or teammates.				

3. When I'm playing sports, I give it my full effort and energy.				
4. Sports activities are a highlight of my day, and I actively seek opportunities to participate.				
5. I feel excited and motivated when engaging in sports or athletic events.				
6. Being involved in sports makes me feel alive and energized.				
7. I willingly commit time and effort to improve my skills and performance in sports.				
8. Sports activities bring me joy and satisfaction, and I'm always eager to participate.				
Dedication to Sports:				
1. I am dedicated to practicing and improving my skills in the sports I participate in.				
2. I set goals for myself in sports and work hard to achieve them.				
3. I am committed to attending sports practices and training sessions regularly.				
4. Even when faced with challenges or setbacks in sports, I remain determined and focused.				
5. Sports are an important part of my life, and I prioritize them in my schedule.				
6. I am willing to make sacrifices and put in extra effort to excel in sports.				
7. I take my responsibilities as a team member or athlete seriously and fulfill them diligently.				
8. I am passionate about sports and show unwavering dedication to my athletic pursuits.				
Persistence in Athletic Activities:				
1. I continue to persevere in sports, even when faced with obstacles or difficulties.				
2. Despite setbacks or losses, I maintain a positive attitude and keep pushing forward in sports.				
3. I view challenges in sports as opportunities for growth and improvement.				
4. I am resilient in my pursuit of athletic goals and don't easily give up when things get tough.				



5. Even during times of low motivation, I stay committed to my athletic endeavors.				
6. I bounce back quickly from setbacks in sports and stay focused on my long-term objectives.				
7. I am determined to overcome any hurdles or barriers that come my way in sports.				
8. My passion for sports fuels my perseverance, and I continue to strive for excellence in athletic activities.				