

Analysis Of Factors That Influence Higher Education Students On Using Internet In Sport Education

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ABSTRACT

The use of the internet in higher education has transformed the learning experience, including sports education. This study explores the key factors influencing higher education students' adoption of internet-based learning for sports education in China. It examines students' perceptions, the impact of internet accessibility, the role of instructional design, and institutional support. Through a systematic literature review and qualitative methodology, the research identifies barriers such as digital literacy, connectivity issues, and student engagement. Findings suggest that while internet-based sports education enhances accessibility and flexibility, challenges such as technological infrastructure and instructor effectiveness need to be addressed. The study provides insights into improving digital sports education programs to enhance student satisfaction and learning outcomes.

Keywords: Sports Education, Higher Education, Internet-based Learning, China

1. Introduction

The integration of the internet into education has gained prominence in recent years, with various industries adopting online learning platforms. In sports education, online resources and virtual coaching have significantly influenced students' learning experiences. The advancement of internet technologies has provided opportunities for interactive and engaging sports training methods. However, students' adaptation to internet-based sports education is influenced by several factors, including perceived usefulness, accessibility, and institutional support. Despite the rapid development of online learning platforms, many students in higher education exhibit reluctance to fully embrace internet-based sports education. Factors such as poor internet infrastructure, lack of motivation, and ineffective instructional methods contribute to this issue. Understanding these barriers is crucial to developing effective e-learning strategies for sports education.

Since the 1960s, there has been a provision for distance learning. On the other hand, the broad adoption and popularity of online education mostly started at the same time as the internet and the web gained popularity. According to Bezhovski and Poorani (2019), in recent years, a number of different industries, including education, industry, and the military, have begun to embrace the use of online learning. Because it plays a large role in improving educational standards and, as a result, contributing to the development of a country, the technology of the internet is especially important in the area of education. While there are a lot of individuals who believe that the use of internet technology has more negative effects than positive ones for adolescents, there are also other people who believe that utilising the internet for educational reasons might really make the learning process more effective. According to Hamzah, Ariffin, and Hamid (2021), in order to accomplish the goal of

enhancing the higher-level thinking abilities of students, it is required to use an acceptable approach and an effective learning technique that will be beneficial for all parties involved.

Students in colleges and universities today have the opportunity to gain knowledge on a broad variety of topics, including politics, economics, culture, technology, and more, via the use of the Internet (Guan, 2021). This is made possible by the widespread proliferation of online information. It has been suggested that online communication has the potential to improve the long-term development of students (Pimdee et al., 2023) and to encourage relationships between people, which in turn may improve interactions between different groups (White et al., 2022). According to Yao and Zhong (2020), the usage of the Internet has led to a decrease in the amount of time that university students spend participating in activities that take place offline. This has led to feelings of loneliness and may even lead to development of an addiction to the Internet. In addition, because of the large quantity of material that is accessible on the Internet, which includes stuff that is sensationalized, violent, and reactionary, there are certain college students who do not have adequate Internet literacy and are thus prone to being misled by these false facts. Because of this circumstance, they are exposed to particular dangers to both their bodily and mental health (Guan, 2021).

According to one definition, sports education is a form of educational service that begins at least two viewpoints. To begin, the World commerce Organisation (WTO) maintains that international commerce in education among WTO, It has been recognised as a category of service trade and is handled by the General Agreement on Tariffs and Trade (GATS), which is a treaty that came into effect in January 1995 as a consequence of the deliberations that took place at the Uruguay Roundtable. Primary education, secondary education, higher education (tertiary education), and adult education are the four categories that are often used to classify international education ("S/C/W/49", 1998).

According to the International Standard Classification of Education (UNESCO, 1997), higher education encompasses post-secondary education at either the sub-degree or university level, advanced theoretical and professional education, and practical/occupational education within the context of higher education. In light of this, it is reasonable to assume that the provision of sports-related education and training for foreign students comes within each of these three subcategories of higher education. It may be argued that education and training connected to sports is more diversified than general education.

The rapid advancements in digital technology in China have significantly transformed various aspects of life, including communication, commerce, and education. The growing popularity of online education has led to a substantial increase in participation, with an estimated 77.97 million online learners in 2020. While previous studies suggest that factors such as perceived usefulness, ease of use, and adaptability influence technology adoption, their impact on student satisfaction remains inconsistent. Additionally, elements such as instructor effectiveness and course content play a crucial role in shaping students' learning experiences in web-based education. This research aims to explore the key factors that influence higher education students in China to utilize the internet for acquiring sports education, addressing both the opportunities and challenges in digital learning environments.

The scope of a research project, as stated by Robinson (2020), is what determines the limits and restrictions that will regulate the investigation. Participants for this research will be selected from a variety of postsecondary educational institutions located in three distinct regions of China. These institutions will include both public and private colleges and universities. For the purpose of selecting members of group Y, a precise sampling procedure will be used. In order to be eligible, respondents needed to fulfil two requirements: they needed to be Chinese nationals and members of Generation

Y, which is defined as those who were born between the years 1994 and 1977 and are now between the ages of 21 and 38. For the purpose of this research, a method that is not random will be used in order to locate volunteers that meet the criteria.

This study aims to identify key factors influencing students' use of the internet for sports education, assess the impact of digital infrastructure on online sports education, explore students' perceptions of online sports education, and provide recommendations for improving digital sports learning experiences. This research provides valuable insights for policymakers, educators, and institutions seeking to enhance online sports education. By identifying critical challenges and opportunities, the study contributes to the development of effective e-learning strategies that improve student engagement and learning outcomes.

In order to offer an addition to the existing body of research on student satisfaction in web-based learning, this study was conducted. The following is an explanation of the significance of why it is necessary to carry out this study. With the aim that this study would bring multiple advantages from a variety of viewpoints, the researcher began their work. When seen from a theoretical standpoint, this study would be of assistance to other individuals in proving the theory, as well as providing support for future research, generating useful ideas, and ultimately providing a greater knowledge. From the point of view of management, this research will provide an understanding of the web-based learning. Furthermore, the management may be able to develop online learning approaches with the assistance of this study. From an academic point of view, this study will provide other students the opportunity to get a better understanding of their preferences about web-based learning.

2. Literature Review

In the context of education, the term "Internet usage" or "e-learning" refers to teaching that is offered over the Internet or a corporate intranet to learners who are equipped with a browser (Shen, 2019). This type of instruction can take place anywhere and at any time on the Internet. In accordance with Arbaugh (2019), the term "e-learning" refers to the use of the internet by users for the purpose of acquiring certain knowledge. Students, teachers, employers, and other individuals are considered to be stakeholders in the field of e-learning (Harsasi and Sutawijaya, 2019).

In addition, e-learning may be characterised as an educational approach that is based on the utilisation of electronic tools and media through the utilisation of network technology and the Internet. It offers an alternative educational approach and brings together instructors and students that come from a variety of diverse environments. (Harsasi and Sutawijaya, 2019) E-learning is defined by some scholars as the utilisation of information and communication technology (ICT) and computers for the purpose of delivering instruction, learning content, and information. Harasim (2019) gave the definition of online education as a new learning area that permits new types of engagement (Barbera, Clara, and Linder-Vanberschot, 2019).

For the purpose of developing and enhancing the efficiency of e-learning systems, several standard frameworks have been utilised. One of them is based on service-oriented architectures (SOA), which make it possible to quickly increase the capabilities and features of the system by dynamically adding services. For instance, Fajar et al. (2019) propose a SOA system design and reference for an e-learning system. This system is comprised of six components, which are as follows: the data layer, the resource layer, the application layer, the business process layer, the presentation layer, and the governance layer. In the service-oriented architecture (SOA) system, the data of each layer is handled as the

service, which makes the system more reusable, adaptable, and accessible to an extended set of tools. By utilising this strategy, businesses and society as a whole are able to enhance e-learning and provide education at a more cheap price. E-learning becomes an efficient and effective approach for being able to reach a big number of students at different places in a distant education setting (Harsasi and Sutawijaya, 2019).

This is similar to what Gonzalez et al. (2019) have done, which extends current e-learning systems. According to Barbera, Clara, and Linder-Vanberschot (2019), Salmon (2019) said that e-learning alters the way in which students have historically viewed the setting in which they are learning. By utilising e-learning, it is possible to lessen the constraints that are associated with e-learning, such as time and distance. (Harsasi and Sutawijaya, 2019) Salmon (2019) noted that this contemporary way can offer employees and students a low-cost and flexible choice to grow onto foreign markets.

These options can be utilised to develop into worldwide markets. has caused a significant disturbance in the educational institutions, which has an impact on more than 1.5 billion teachers and pupils. Because of this, the government has been compelled to cancel national tests, and schools have been obliged to temporarily lock their doors, stop providing face-to-face education, and rigorously adhere to the principle of physical distance. The digital transformation of higher education has been spurred as a result of these developments, which have also tested the institution's capacity to respond in a timely and efficient manner. The schools implemented the appropriate technology, provided the resources for teaching and personnel, and established the processes. As well as infrastructure, came up with new instructional methods and made adjustments to their curriculum.

Previous research conducted by Arbaugh (2019) and Thurmond (2019) found that the quick response of instructors has an impact on the level of satisfaction experienced by students participating in e-learning. The idea behind this is that providing students with immediate support from their professors in the event that they experience difficulties in their online course motivates students to continue their education. For further information, Soon, Sook, Jung, and Im (2019) discovered that there is a detrimental influence on the learning of students when teachers fail to respond to the challenges that students are experiencing in a timely manner. According to Stefanovic et al. (2019), if teachers are able to handle the activities of e-learning and also respond to the requirements and issues of students in a timely manner, then the level of satisfaction that students feel will grow.

According to Volery and Lord (2019), the characteristics that influence student happiness include the instructor's cordial behaviour with students, the instructor's capacity to help students grasp their challenges, and other interactions that take place through the use of an e-learning system. According to Stefanovic et al. (2019), the education that teachers provide is another significant factor that influences the level of pleasure that students feel. According to the findings of the studies conducted by Finaly (1994) and Williams and Ceci (1997), the instructor is the primary factor that determines the level of satisfaction experienced by students. It has been highlighted by Hiltz (1993) and Debourgh (1999) that there is a substantial positive association between the performance of teachers and the level of satisfaction experienced by students (Martindale and U. Bolliger, 2019). According to Chiu et al. (2019), the perceived usefulness of a product or service increases the level of happiness experienced by users (Isik, 2019).

In addition, it is anticipated that academic staff would include instructional technologies that are always changing (Becker et al., 2019). The teaching staff has to possess a diverse range of information, abilities, and attitudes in order to fulfil the numerous requirements. (Westera, 2019) [also known as

competencies]. Having said that, teaching is comprised of more compared to a mix of responsibilities and competencies in the field of education. It is teaching, believed to be a "continuous process of integrating the personal behaviour "Beijaard, Meijer, and Beijaard discuss the professional aspects of becoming and being a teacher."113 (Verloop, 2019, page number). Beijaard et al. (2019) and other researchers have made reference to the term "professional identity" may be applied to this dynamic process. The argument is that "It is helpful for teachers to confront their professional identities in order to assist them manage because to changes in schooling. It has been stated by Jonker et al. (2019, pages 120 and 121).

The components that make up a professional identity include "routines, knowledge, skills, beliefs, and attitudes towards one's career, which are based on one's own experiences and interests history as well as previous experiences". The word "attributes" originates from the Latin word *attribuere*, which means "to attribute" that is a synonym for "assign to." According to Babbie, attributes are defined as "characteristics or the characteristics that are used to characterise a person or an item" (2019, page 15). Taken in this light of relationship between characteristics and attributes is quite close, and attributes may be thought of as a person's personality may be broken down into its component parts, according to Allport (1961).

In his definition of personality, Allport (1961, page 28) describes it as the "dynamic organisation."within of the person, within those psychophysical processes that are responsible for determining the mind and behaviour that are distinctive of him. The definition is complete in every word transmitted with great thoroughness (Feist & Feist, 2019). The term "dynamic organisation" refers to the interconnectedness of different facet of a system that is in a state of perpetual change individual. The term "psychophysical" has been used to emphasise the significance of both the psychological and physical components of an individual's personality.

According to Arbaugh (2019), the flexibility of web-Learning courses in terms of time, place, and modes of instruction makes it easier for web-Learning students to participate and feel satisfied with their experience. In addition, the removal of physical boundaries makes it possible for more dynamic engagement, which in turn encourages the development of constructive learning and chances for cooperative learning (Brandon & Hollingshead, 1999; Salmon, 2019). When it comes to web-learning, students are able to communicate instantly, whenever they want, and wherever they are (Harasim, 1990; Leidner & Jarvenpaa, 1995; Taylor, 1996). This is because there are no limitations on time or location.

Furthermore, the virtuosity of it reduces the discomfort that is connected with face-to-face communication in conventional courses. According to Strauss (1996), students are able to freely express their opinions and ask questions through the use of discussion group or bulletin board systems. According to Arbaugh and Duray (2019), the majority of web-learning courses are now being offered as part of complementary learning and ongoing education programs, and the majority of the students are currently employed.

In a prior study, Eom et al. (2019) came to the conclusion that there was a link between the structure of the course and the level of pleasure experienced by the students. According to Barbera, Clara, and Linder-Vanberschot (2019), Sun et al. (2019) suggested that the degree of flexibility and quality of an e-learning course had a strong association with the level of pleasure experienced by students. The researchers Sahin and Shelly (2019) discovered that the flexibility of e-learning courses has a direct and indirect impact on the level of satisfaction that students have with e-learning (Cakir, 2019).

In order for learners to be successful in the course, they need to have access to dependable equipment and they need to be familiar with the technology that is used in the course (Martindale and U. Bolliger, 2019). According to Parlak (2019) and Sahin and Shelly (2019), the level of satisfaction that learners have with their computer experiences can vary depending on whether or not they participate in the course through the Internet. On the other hand, Miltiadou (2019) asserts that the level of familiarity with computers does not have any bearing on the level of pleasure experienced by learners (Cakir, 2019). There were pieces of literature that supported the argument of this study and saw the demands and obstacles of internet connections among students (Aboagye et al., 2021; Chase et al., 2019; Chung et al., 2019a; Lorenzo, 2019). These pieces of literature were cited in this study. On the other hand, there are some people who have a different point of view when it comes to the connectivity of the internet. According to Apuke and Iyendo (2019), when it comes to the utilisation of the internet in a university, the presence of an inefficient internet infrastructure is not a problem.

They also proposed that the institution should offer students with internet services and an environment that is conducive to learning. In a publication that is connected to this one, Tarimo and Kavishe (2019) discovered that 82 percent of the students who participated in their research utilise the internet for academic purposes. The findings of a study, on the other hand, indicated that people had a negative attitude towards the utilisation of online learning management systems (Serhan, 2019). Internet connection is a problem and a challenge not only for the students, but also for the professors and the institution. Another linked concern in this research is the availability of learning tools or gadgets, which is equally significant. With these concepts and information, internet connection is both an issue and a challenge. Even though we live in a time where technology instruments and apparatuses are easier to obtain than ever before, there are still those people who do not possess any of these things. For instance, a study conducted in a certain nation located in South Asia revealed that members of the population had access to computers and internet facilities both at their homes and at their educational institutions (Siddiquah and Salim, 2019).

According to Mtebe and Raphael (2019), user happiness has been a widely used metric for evaluating the efficacy of information systems. It has mostly been used as a substitute for measuring the other aspects of system success. The term "student satisfaction" in the context of e-learning may be described as the student's perception about the experience and perceived value of the education gained while attending the e-learning course. According to Martindale and U. Bolliger (2019), the degree of student satisfaction is extremely important since it has an effect on the level of student motivation.

Ajzen and Fishbein (1975 and 1980) proposed the Theory of Reasoned Action (hereafter referred to as TRA), which is given a particular attention in the field of consumers' behaviour because it provides a simple tool to identify the capabilities to change customers' behaviour when using a new method. This theory was developed from the context of social psychology because it was developed from the social psychology setting.

There are three main constructs that are included in the components of TRA. These are behavioural intention, attitude, and subjective norm. TRA demonstrates that a person's behavioural intention is dependent on the individual's attitude towards the behaviour as well as the subjective standards that the person holds. According to Fishbein and Ajzen (1975), an individual's attitude is comprised of their views on the consequences involved in engaging in a certain behaviour, which are determined by their judgement of these effects. In the meanwhile, the subjective norm is understood to be a combination of the expectations that are believed to be held by the relevant persons or groups, as

well as the intents to conform to these expectations. A test of the intention to make a purchase online is carried out using the TRA in this investigation.

Both TAM and TRA are able to make predictions about the behaviour of customers based on their intentions. TRA may be utilised to provide an explanation for the reason why customers participate in online shopping. Davis (1989) asserts that the Technology adoption Model (often referred to as TAM) was established in order to provide an explanation for the factors that determine the adoption of a wide variety of computer technologies by users.

TAM may also be used to analyse online purchase behaviour, according to Zhang et al. (2019), while Venkatesh and Davis (2019) add that individual variations such as gender have a major effect on TAM. Both of these findings are supported by an additional piece of evidence. Zhou et al. (2019) discover that the TAM does not adequately capture the special features that are associated with online shopping, despite the fact that it is commonly employed to investigate e-commerce. In light of this, Legris et al. (2019) pointed out that TAM offers the fundamental opportunity to monitor the impact of external factors on beliefs, attitudes, and intentions.

3. Materials and Method

The study used a semi-structured interview style to efficiently acquire comprehensive information from participants and get valuable insights to address the research issue. The design will provide a comprehensive and in-depth comprehension of the problems from a wider viewpoint, using data from many sources. It will be grounded in the underlying principle aligned with the study's goal and the methodology used for data gathering (Witon, 2022). The qualitative research strategy was the most appropriate method to tackle the research topic outlined in my study.

The research will include 15 higher education students presently enrolled in sports education programs at public and private colleges and universities in three major cities in China. I will engage with these students, according to certain criteria for selecting the sample group. I will conduct individual interviews with each participant at a mutually agreeable location. I will arrange and carry out individual interviews with each of the subject matter expert (sports education lecturers, module makers, head of departments) to assess whether the sample size adequately capture the most comprehensive data available. Additionally, I will gather field notes from direct observations and examine historical records to establish a shared understanding in order to address the research issue. The interviews for this study will be captured using a digital audio recorder. Subsequently, I will transcribe the interviews derived from these recorded segments and organised codes into potential themes by identifying patterns and units of significance from the participants' verbal expressions and sentences articulated during the interviews.

This research will include expert validation to get expert guidance and comments on the original interview questions. Expert feedback will validate the final interview questions (Guth & Asner-Self, 2021; Ravitch Carl, 2019). The process of expert validation will facilitate the comprehension and enhanced knowledge of how the selected approach corresponds to both the issue description and the research topic. Conducting face-to-face interviews using the qualitative research method will facilitate the reconstruction of events that I have not personally witnessed. This approach will allow me to gather descriptions from different participants and create a comprehensive understanding of a complex process (Bailey, 2020).

The research technique which will be used in this study is qualitative, and the focus of investigation is the elements that impact the utilisation of the internet in sports education among higher education students. The primary research approaches are quantitative, qualitative, and mixed methods (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2022). The selection of the qualitative technique for this study is based on the fact that it offers guidelines and enables the researcher to comprehend the situation under investigation (Guth & Asner-Self, 2021). In this study, I will use the intentional sampling strategy to carefully pick research participants (students) from both private and public colleges and universities who are likely to offer relevant and appropriate data.

The research will include a total of 15 higher education students from both public and private colleges and universities in three major cities in China. They will be individuals who has previous knowledge, experience, and education in using the internet for educational purposes. Additionally, they will be students who are now registered in any kind of sports instruction as a component of their academic program. I deliberately selected the study participants in order to guarantee a wide range of gender and experience, thereby representing higher education students accurately. Purposeful sampling is an approach that involves deliberately selecting examples that include a wealth of information, depending on certain intentions and criteria (Rubin, 2022; Yin, 2021).

The selection of the 15 individuals will be justified since I will conduct interviews till saturation is achieved. Saturation is reached when there are no significant fresh details that come to light. I transcribed the interview data in order to extract emergent themes. Additionally, I will use additional sources of data, such as field notes and archival records, to validate and cross-reference the information. Guest, Bunce, and Johnson (2020) found that a shared understanding often emerges during the first round of interviews. However, if the interviews fail to show a sufficient level of common knowledge, often known as saturation, more interviews may be necessary. An enhanced comprehension may be achieved by examining the data at the individual level, or by gathering field notes via observation and document review (Guest et al., 2022). This research will use an axial or thematic clustering coding procedure, using an inductive approach. Initially, a piece of data will be analysed, and when themes and patterns emerge, they will be coded as categories for further analysis. The works of Miles, Huberman, and Saldana (2020) and Ravitch and Carl (2019) were referenced.

The enrolment of participants for this research will take place after the acquisition of permission from the Institutional Review Board. I will then acquire explicit agreement from the individual participants to conduct interviews and gather data using audio recordings. I transcribed audio-recorded interviews and conducted member checking, which includes giving participants the opportunity to verify that the transcripts accurately captured what occurred during the interview and reflected my understanding of their comments. I will import transcribed text into Microsoft Word in order to begin the data analysis phase.

Qualitative data collection is prone to subjectivity, as McCusker and Gunaydin (2022) noted that a prominent aspect of qualitative research is the interpretation of linguistic meaning in textual information. The selection criteria for study participants and data collecting are given significant attention. Prior to data analysis, meticulous preparation is essential both before and throughout the data gathering process in order to get relevant insights from the research (Marshall et al., 2021). I conducted a thorough examination of relevant literature in order to inform the process of collecting data and selecting samples, ensuring that these procedures align with the semi-structured interview design. The duration of the face-to-face interview will range from 30 to 40 minutes, and data collecting methods such as interviewing will be used. Triangulation is a research technique that enhances the quality of study by using data from numerous sources (Patton, 2022). Data triangulation

is a method that allows a researcher to verify and validate data by comparing and analysing information from several sources, resulting in precise and reliable conclusions. Utilising several data sources such as transcribed interviews, field notes, and preserved documents, and ensuring consistency among them to establish themes, improves the credibility of the research (Yin, 2021). I preserved impartiality by recording my thoughts and experiences in the reflective diary (Kvale & Brinkmann, 2022).

The text discusses the many interpretations, explanations, and categorisation of themes, as well as the process of creating themes together. An analysis will be conducted on the data gathered from a comprehensive protocol that clearly outlines the necessary stages. This will ensure external validity, which refers to the capacity of the study outcomes and results to be applicable and transferable. Transferability pertains to the capacity to apply a research conclusion in a different study (Collins & Cooper, 2020; Sinkovics & Alfoldi, 2022). According to Yin (2021), a common practice in the analysis phase of qualitative research is to revisit the original propositions. This is done to maintain a focused analysis and avoid getting distracted by data that is not directly related to the research question. I will oversee the comprehensive documentation of the natural environments where data will be gathered, along with a thorough elucidation of the obtained and analysed data. Subsequent researchers and readers will have the chance to examine the results and assess the degree to which these results may be applied to comparable contexts and a broader population (Marshall, Cardon, Poddar, & Fontenot, 2021).

4. Results and Discussion

Based on the qualitative interviews with higher education students enrolled in sports education programs, several themes are expected to emerge regarding the factors influencing the use of the internet in sports education. These anticipated findings will likely reflect both the benefits and challenges associated with internet-based learning.

4.1 Accessibility and Flexibility of Learning

One anticipated result is that students will perceive internet-based learning as a highly accessible and flexible learning platform. Participants may report that online resources such as instructional videos, digital materials, and virtual learning platforms allow them to access sports education content anytime and anywhere. This flexibility is particularly beneficial for students who need additional time to review practical sports techniques and theoretical knowledge.

The discussion may reveal that internet-based learning enhances independent learning and allows students to control their own pace of learning. This aligns with previous research indicating that digital platforms can improve learning accessibility and support self-directed learning among university students.

4.2 Role of Instructional Design and Online Learning Materials

Another anticipated theme is the importance of effective instructional design in online sports education. Participants may highlight that well-structured digital content, including demonstration videos, interactive materials, and clear instructions, can significantly improve their understanding of sports techniques and theoretical concepts.

However, the results may also indicate that poorly designed online materials can reduce students' engagement and limit the effectiveness of internet-based sports education. Since sports education often requires physical demonstration and practice, students may express the need for more interactive and visually detailed online learning materials.

4.3 Internet Accessibility and Technological Infrastructure

The study is also expected to identify internet connectivity and technological infrastructure as important factors influencing students' use of online learning in sports education. While many students may have access to the internet, some participants may report challenges related to unstable internet connections, limited access to digital devices, or insufficient technological support from institutions.

These technological limitations may affect students' ability to fully participate in online learning activities, especially when accessing video-based demonstrations or virtual training sessions. The findings may suggest that improving digital infrastructure is essential for the successful implementation of internet-based sports education.

4.4 Digital Literacy and Student Engagement

Another anticipated finding is the influence of students' digital literacy on their ability to effectively use online learning platforms. Students with higher levels of digital skills may find it easier to navigate learning management systems, access online resources, and participate in virtual discussions.

Conversely, students with limited digital literacy may experience difficulties using online learning tools, which could reduce their engagement and learning outcomes. The discussion may highlight the importance of providing digital training and support to students to improve their confidence and participation in internet-based learning.

4.5 Institutional Support and Instructor Effectiveness

Institutional support and instructor involvement are also expected to influence students' experiences with internet-based sports education. Participants may emphasize the importance of guidance from instructors, timely feedback, and structured online activities in supporting their learning process.

The anticipated results may indicate that instructors who effectively integrate digital tools into their teaching can improve student engagement and learning outcomes. On the other hand, limited institutional support or inadequate instructor training in digital teaching methods may reduce the effectiveness of internet-based sports education.

Overall, the anticipated findings may demonstrate that while internet-based learning provides valuable opportunities for enhancing sports education, its effectiveness depends on multiple factors including technological access, instructional design, digital literacy, and institutional support.

5. Conclusion

This study aims to explore the factors influencing higher education students' use of the internet in sports education in China. Based on the anticipated findings, internet-based learning is expected to

play a significant role in improving accessibility, flexibility, and resource availability in sports education.

However, several challenges may affect the effective implementation of online learning in this field. These challenges include limitations in technological infrastructure, differences in students' digital literacy, and the need for more effective instructional design for sports-related content.

The study highlights the importance of institutional support, well-designed online learning materials, and improved digital infrastructure in enhancing the effectiveness of internet-based sports education. Additionally, instructors play a crucial role in guiding students and integrating digital tools into the learning process.

Overall, the research contributes to a better understanding of how internet-based learning can support sports education in higher education institutions. The findings may provide useful insights for educators, institutions, and policymakers to improve digital learning strategies and enhance student learning experiences in sports education.

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