

The Role of Sports Spirit in Ideological and Political Teaching in Cultivating Students' Psychological Resilience

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Abstract

The psychological resilience of college students is compromised in various dimensions, including cognition and willpower, owing to the adverse influences of media and multicultural factors. This underscores the pressing need for colleges and universities to bolster the cultivation of psychological resilience among the new generation of college students through ideological and political education. Consequently, enhancing students' capacity to withstand pressure, fostering teamwork and interpersonal communication skills, and nurturing psychological resilience as a secondary personality trait become imperative objectives. Therefore, the study aims to investigate the role of sports spirit within ideological and political teaching in cultivating students' psychological resilience. This study examines the effects of an ideological and political curriculum program on 102 freshmen and sophomores at a university. The program integrates human education motivation (teacher and group education motivation) and physical education motivation into the curriculum. Psychological resilience among college students, comprising factors such as motivation, positive cognition, teacher support, and interpersonal support, is assessed. Throughout the program, human and material education factors serve as driving forces, creating a comprehensive network of ideological and political education within and beyond the classroom, fostering character development through direct and indirect education methods. The judgment coefficient R^2 ranged from 0.513 to 0.575, and $R^2=0.742$ showed that there was a certain linear correlation between the variables. The regression coefficients of human fertility dynamics were 0.550, 0.699, 0.802 and 0.753 ($P<0.001$), and the regression coefficients of physical fertility dynamics were 0.245 and 0.172 ($P<0.05$), accept the original hypothesis that H1, H2, H3, H5, H7 and H8 have a positive impact. The utilization of the "curriculum ideological and political" and the administration of psychological resilience questionnaires among college students exhibit commendable reliability and validity. Within the framework of the "curriculum ideological and political," motivation stemming from physical education demonstrates a positive correlation with two dimensions of psychological resilience, while humanistic education motivation shows a positive correlation with all four dimensions of psychological resilience. The incorporation of sports spirit into ideological and political education assumes a pivotal role in fostering students' psychological resilience. Sports spirit, characterized by traits such as perseverance, teamwork, initiative, and self-challenge, closely aligns with the development of psychological resilience. Consequently, the amalgamation of sports ethos within ideological and political teaching empowers students to enhance their psychological resilience, enabling them to confront challenges, persevere, and adapt, thereby contributing to their holistic growth and character development. By emphasizing values inherent in sportsmanship, including teamwork, discipline, and determination, students acquire essential life skills, facilitating their navigation through setbacks, adversity, and emerging strengthened both academically and personally.

Keywords: Curriculum Ideological and Political, Psychological Resilience, Sportsmanship, Human Education, Physical Education.

Introduction

In contemporary society, students are confronted with escalating academic demands, interpersonal challenges, and uncertainties stemming from societal changes. Psychological resilience, a pivotal psychological attribute, plays a critical role in the growth and development of students (Jin, 2022). It encompasses the ability of individuals to maintain a positive outlook, respond adaptively to adversity, and persist in the face of pressure, setbacks, and challenges (Gao, 2014). The integration of sports ethos into ideological and political education emerges as a promising approach in nurturing

students' psychological resilience (Ming, 2021). Sports spirit, comprising traits such as perseverance, teamwork, initiative, and self-challenge, aligns closely with the cultivation of psychological resilience.

Students majoring in physical education represent a distinct and significant cohort within higher education, possessing characteristics distinct from their peers (Nam-Gil & Mangan, 2002). Their trajectory, whether as exemplary physical education instructors or high-level athletes, hinges upon factors such as emotional intelligence, psychological resilience, and coping mechanisms (Li, 2021). Emotional intelligence pertains to individuals' adeptness in managing

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emotions, while psychological resilience involves the capacity to navigate life's adversities effectively. Coping style reflects individuals' adaptability across varied environments. Analysing the interplay among emotional intelligence, psychological resilience, and coping style among physical education majors holds considerable significance, offering insights to enhance their emotional regulation and social adaptability, thereby informing psychological support strategies in educational settings and fostering students' holistic well-being (Wu & Zhao, 2022).

Psychological resilience, a recent concept within positive psychology, denotes individuals' adeptness in navigating adversity, trauma, or life-threatening situations, also known as "resilience" or "bounce-back ability" (Fletcher & Sarkar, 2013). In today's rapidly evolving society, college students face mounting competitive pressures and multifaceted challenges, necessitating robust psychological resilience to effectively cope and adapt (Chen & Yu, 2022). The pervasiveness of media influence and multicultural dynamics has contributed to cognitive and volitional challenges among college students, underscoring the urgency for universities to bolster psychological resilience through ideological and political education.

Previous research highlights deficiencies in college students' psychological resilience, attributed to media exposure and multicultural influences, underscoring the imperative for universities to reinforce resilience-building efforts through ideological and political education. Thus, the present study aims to enhance students' psychological resilience, teamwork, and interpersonal communication skills through the integration of ideological and political education with physical education. Grounded in the concept of the "ideological and political curriculum" and informed by Marxist theories of ideological and political education, the research endeavours to facilitate students' internalization of motivational factors, enabling them to internalize the values of perseverance, teamwork, initiative, and self-challenge inherent in sports spirit. Ideological and political education serves as a theoretical framework guiding students to grasp the essence and significance of sports spirit, thereby enhancing the efficacy of psychological resilience training.

The study comprises five chapters, commencing with an introduction elucidating the primary research question. Subsequent chapters entail a comprehensive review of pertinent literature, delineation of research methodology including sampling techniques and design, analysis of data and findings, and a discussion of findings culminating in conclusions.

Literature Review

In contemporary society, students encounter a myriad of

challenges including heightened academic expectations, competitive pressures, interpersonal conflicts, and the uncertainties stemming from societal shifts (Saleem et al., 2019). These challenges may induce stress and perplexity among students, exerting adverse effects on their mental well-being and developmental trajectory (Li, 2021). Among the essential psychological attributes, psychological resilience holds paramount importance in the nurturing and maturation of students (Wu et al., 2020). Psychological resilience pertains to individuals' capacity to maintain a constructive and optimistic mindset, adapt adeptly to challenges, and persevere amidst pressures, setbacks, and adversities (Li et al., 2015). It encompasses various dimensions such as emotional regulation, adaptability, decision-making process, and self-regulatory skills (Li & Hasson, 2020).

Conventional ideological and political education predominantly concentrates on instilling ideological consciousness and values in students, yet it may encounter limitations in fostering students' psychological resilience (Yang & Cu, 2023). Consequently, the integration of sportsmanship into ideological and political education emerges as a novel endeavour and exploration (Kang, 2021). Sports ethos accentuates attributes like perseverance, teamwork, initiative, self-challenge, which are intricately linked with the cultivation of psychological resilience (Jin, 2022). By infusing sportsmanship into ideological and political pedagogy, students can grasp the significance of these attributes through sports activities and apply them to real-life scenarios, thereby enhancing their psychological resilience.

Yang and Wang (2022) conducted an investigative analysis of public physical education instruction in Chinese universities utilizing methodologies such as literature review. Findings revealed persistent challenges concerning the physical and mental well-being, as well as sports awareness, of college students, necessitating urgent enhancements in school management and public sports instruction. The study underscores the imperative of clearly delineating the three teaching objectives of "Holistic education," "lifelong sports," and "robust cultivation and safeguarding of the nation" within the realm of public sports instruction in colleges and universities.

Previous research has identified the integration of sportsmanship within ideological and political education as a compelling area of inquiry for examining its influence on students' psychological resilience, marking the intersection between sports and educational realms. Numerous investigations have delved into the potential ramifications of incorporating sports ethos into ideological and political pedagogy on students' psychological well-being and resilience. For instance, Jin (2022) documented a significant enhancement in students' psychological resilience following

the infusion of sportsmanship into ideological and political instruction. This intervention facilitated students' adeptness in managing challenges and setbacks by reinforcing traits such as collaboration, discipline, and perseverance. The study underscored how participation in sports activities within the ideological and political teaching framework fostered a growth mindset among students, instilling the belief that dedication and persistence lead to progress and achievement. Furthermore, [Ji and Bai \(2022\)](#) scrutinized the effects of integrating sportsmanship into ideological and political instruction on students' psychological well-being in greater depth. Their findings revealed that students engaged in sports-related activities exhibited higher levels of psychological resilience compared to their counterparts. The researchers attributed this outcome to the inclusive and supportive environment fostered by sports spirit, which engendered a sense of community and cohesion among students. Additionally, the study underscored how the structured setting of sports activities within ideological and political education offered students opportunities to develop coping mechanisms for competition, stress management, and resilience in the face of setbacks. These experiences contributed to the cultivation of students' psychological resilience, enabling them to confront challenges in various facets of their lives.

These prior investigations underscore the burgeoning interest among academics and researchers in the role of ideological and political education in fostering students' psychological resilience, particularly through the integration of sportsmanship. Existing literature suggests that embedding sports spirit into ideological and political teaching yields positive outcomes for students' psychological resilience. By emphasizing values and providing avenues for skill development and personal growth, sports-based activities within this context equip students with the requisite tools to navigate adversity, adapt to challenges, and fortify their psychological resilience. Thus, building upon these discussions, the study primarily focuses on investigating the role of sports spirit in ideological and political education in cultivating students' psychological resilience, laying the groundwork for the formulation of research hypotheses.

H1: Educational motivation has a positive impact on the dimension of spirit or motivation.

H2: Physical education motivation has a positive impact on the dimension of spirit or motivation.

H3: Positive cognitive dimension of human educational motivation has a positive impact.

H4: Physical education motivation has a positive impact on positive cognitive dimension.

H5: Human education motivation has a positive impact on the dimension of teacher support.

H6: The motivation of physical education has a positive impact on the dimension of teacher support.

H7: Educational motivation has a positive impact on interpersonal support dimension.

H8: Physical education motivation has a positive impact on interpersonal support dimension.

Methodology

Marxist Human Theory

Marxist human theory delves into the concept of "human" from a Marxist perspective, encompassing human necessities, subjective capacities, value pursuits, and the aspiration for unencumbered and holistic growth ([Mouffe, 2014](#)). Marx asserted that human endeavours are inherently linked to their interests, wherein the diversity of needs engenders varied interest relations. Pursuing legitimate personal interests is deemed justifiable as individuals seek to safeguard their survival and advancement ([Heller, 2018](#)). Negating human needs would inherently negate human nature. Moreover, the transformation of individuals' subjective and objective realms is delineated by human consciousness, with Marx accentuating the primacy of human agency in practical endeavours, underscoring the significance of human subjective initiative. The essence of humanity is encapsulated within social relations; Marx underscored the realization of social value as the essence of human worth, while concurrently advocating for society to cater to human needs and respect individual worth. Prioritizing human needs, recognizing human subjectivity, and actualizing social values grounded in personal worth are indispensable prerequisites for fostering universal unimpeded growth. Ideological and political education, guided by Marxist theory, epitomizes education centred on "humanity," rooted in Marxist human theory ([Fuchs, 2015](#)). Psychological capital denotes the psychological wealth inherent in every individual, with the development and management of this capital fundamentally aimed at augmenting individual psychological prosperity. Additionally, psychological capital constitutes an individual's inherent resource advantage, with attention to psychological capital indicative of concern for individuals' psychological well-being and sustenance ([Avey et al., 2011](#); [Estiri et al., 2016](#)). Through cultivating psychological capital, individuals are facilitated in experiencing and interpreting life with a more positive outlook, fostering a deeper comprehension of the value and significance of human existence. Psychological capital accentuates the enhancement of individuals' internal resources, thereby fostering individual development. The quintessential significance of ideological and political education lies in its focus on human survival, awakening, and elevation of the value and significance of human survival—an

education geared towards realizing comprehensive human development under the auspices of Marxist human philosophy. Consequently, their congruence in objectives and purpose is evident (Zhang, 2022).

Psychological Theory of Ideological and Political Education

The psychology of ideological and political education encompasses the systematic examination of the psychological dynamics, activities, and principles governing the emergence and evolution of individuals within the sphere of ideological and political instruction (Jost et al., 2008; Luthans et al., 2005). It underscores the necessity for ideological and political education to be grounded in the ethos of human development, emphasizing the significance of fostering compassion, attending to individual needs, promoting dedication, critical thinking, and other educational elements to support learning. This approach advocates for a nuanced understanding of ideological and political studies tailored to individual developmental perspectives.

The essence of ideological and political education lies in harmonizing the interaction between instructors and educational materials during the teaching and learning process, facilitating a more receptive engagement with ideological and political content, thereby enhancing the efficacy of such education. Consequently, within the framework of ideological and political education, meticulous attention is directed towards recognizing the inherent diversity in individuals' cognitive frameworks, with a view to gradually instilling positive ideological consciousness, thereby fostering genuine receptivity to educational content (Han, 2022).

Psychological capital, comprising positive psychological assets, underscores the significance of managing and cultivating such resources, in alignment with the principles governing human psychological development, constituting a pivotal aspect of ideological and political education (Fu, 2019; Jin, 2022; Luo & Xiao, 2020). Similarly, mental health represents a vital facet of cognitive functionality, with the management and cultivation of mental resources serving as a testament to the imperative of attending to diverse levels of cognitive aptitude, imbued with a spirit of compassion, ultimately elevating the standard of human capital.

Research Object

The researcher opted for a sample comprising 102 freshmen and sophomores from a university, utilizing the curriculum ideological and political program as the focal point of investigation.

Research Scheme

Implementation of "Curriculum Ideological and Political" Program

Over the course of a 12-week instructional experiment, the instructor implemented the program, wherein both human

and material educational motivators were regarded as influential factors. Through this implementation, a network of ideological and political education was established, leveraging both direct and indirect educational approaches.

Design of Experimental Questionnaire

Drawing upon the "Youth Mental Resilience Scale" and other relevant scales, as well as frameworks such as the personality system framework and the Kumpfer mental resilience factor-process integration model, this study seeks to mitigate potential imbalances or disorders within students' physical and mental systems. To achieve this, the protective factor of teacher support is incorporated into the program, aiming to counterbalance the negative impact of stress and challenges on students while bolstering the enhancement of mental resilience. The design of influencing factors pertinent to curriculum ideological and political education in this research centres on the "Curriculum Ideological and Political Education" program within physical education. This program integrates humanistic educational motivation (comprising teacher and group education motivations) and material educational motivations within physical education. The construct of psychological resilience among college students is delineated through four key factors: motivational orientation, positive cognitive processes, teacher support, and interpersonal reinforcement (Zhang, 2023).

Mathematical Statistics

Statistical analysis was carried out on the acquired data and survey data utilizing EXCEL2003 and SPSS13.0 statistical software packages.

Results and Discussion

The Results and Analysis of the Experiment on the Influence of the Physical Education Curriculum Ideological and Political Program on the Psychological Resilience of College Students

The execution of the "curriculum ideological and political" within the domain of physical education, alongside the reliability analysis of college students' questionnaire on psychological resilience, was undertaken.

Each dimension's correlation coefficient was computed in the data analysis, facilitating the calculation of the total internal consistency coefficient for the questionnaire. Consequently, the internal consistency reliability α coefficient for the curriculum ideological and political implementation questionnaire was 0.892, while for the college students' psychological resilience questionnaire, it was 0.816. Both coefficients surpass the 0.7 threshold, signifying high measurement reliability for both questionnaires.

The enactment of the "curriculum ideological and

political" within the realm of physical education, alongside the validity analysis of the psychological resilience questionnaire administered to college students, was conducted.

The Kaiser-Meyer-Olkin (KMO) value for the "curriculum ideological and political" implementation questionnaire stands at 0.843, falling within the optimal range of 0.8 to 0.9. Concurrently, the Bartlett's sphericity test yields an associated probability of 0.000, below the significance threshold of 0.05, leading to the rejection of the null hypothesis. This substantiates the suitability of the "curriculum ideological and political" implementation questionnaire for factor analysis. Similarly, the KMO validity for the college students' psychological resilience questionnaire is 0.886, also within the 0.8 to 0.9 range, with a Bartlett's sphericity test yielding a probability of 0.000, again below the significance threshold. Consequently, the null hypothesis is rejected, affirming the suitability of the college students' psychological resilience questionnaire for factor analysis. In summary, both questionnaires demonstrate commendable stability, internal consistency, and robust reliability overall (Zou, 2022).

By subjecting the 11 measurement items within the "curriculum ideological and political" implementation questionnaire to factor analysis, two latent factors with eigenvalues exceeding 1 were extracted. The cumulative variance accounted for reached 73.466%, underscoring the differentiated validity of the questionnaire's factor

structure. Notably, the factor loadings of items assessing human and material educational dynamics ranged from 0.661 to 0.843 and 0.794 to 0.847, respectively, all surpassing the threshold of 0.5. This outcome affirms the questionnaire's high convergent validity. Similarly, through factor analysis of the 13 items comprising the college students' psychological resilience questionnaire, a cumulative variance of 74.071% was explained, indicating differentiated validity in its factor structure. Notably, the factor loadings of the measured items ranged from 0.662 to 0.865, all exceeding 0.5. This observation underscores the questionnaire's high convergent validity (Chen & Pan, 2022).

The execution of the sports-based "curriculum ideological and political" program, coupled with the correlation analysis conducted on the research variables within the questionnaire assessing college students' psychological resilience.

As depicted in Table 1, the two dimensions within the "curriculum ideological and political" program exhibit significant positive correlations with each other. Furthermore, these two dimensions of the "curriculum ideological and political" program also demonstrate positive correlations with all four dimensions of college students' psychological resilience. This indicates a coherent developmental trajectory across these dimensions.

Table 1

Correlation Analysis of Research Variables

Variable	Human Education Motivation	Material and Educational Motivation	Spirit or Motivation	Positive Cognition	Teacher Support	Interpersonal Support
Motivation of physical education	1					
Physical Education Motivation	0.558**	1				
Spirit or motivation	0.687**	0.552**	1			
Positive cognition	0.749**	0.478**	0.656**	1		
Teacher support	0.756**	0.362**	0.547**	0.621**	1	
Interpersonal support	0.848**	0.591**	0.701**	0.788**	0.683**	1

Note: * indicates $P < 0.05$, ** indicates $P < 0.01$, and *** indicates $P < 0.001$.

The enactment of the "curriculum ideological and political" program within the realm of physical education, alongside a multiple regression analysis conducted on the questionnaire pertaining to college students' psychological resilience.

As demonstrated in Table 2, the coefficient of determination R^2 ranges from 0.514 to 0.576, indicating a

favourable fit, with $R^2=0.743$ suggesting a discernible linear correlation among the variables. The regression coefficients for human fertility dynamics were found to be 0.551, 0.698, 0.803, and 0.754 ($P < 0.001$), while for physical fertility dynamics, they were 0.246 and 0.173 ($P < 0.05$). Consequently, the initial hypothesis H1, H2, H3, H5, H7, and H8, postulating a positive impact, is accepted.

Table 2

Summary of Hypothesis Test Results of Multiple Regression Analysis

Suppose	Assumptions	B	SEB	Beta	R ²	F	Verification results
H1	Educational motivation has a positive impact on the dimension of spirit or motivation	0.66	0.117	0.551***	0.514	38.901	sustain
H2	Physical education motivation has a positive impact on the dimension of spirit or motivation	0.3	0.12	0.246*			sustain
H3	Positive cognitive dimension of human educational motivation has a positive impact	0.768	0.102	0.698***	0.565	48.136	sustain
H4	Physical education motivation has a positive impact on positive cognitive dimension	0.102	0.104	0.09			won't support
H5	Human education motivation has a positive impact on the dimension of teacher support	0.635	0.073	0.803***	0.576	50.128	sustain
H6	The motivation of physical education has a positive impact on the dimension of teacher support	-0.067	0.074	-0.083			won't support
H7	Educational motivation has a positive impact on interpersonal support dimension	0.666	0.063	0.753***	0.743	106.162	sustain
H8	Physical education motivation has a positive impact on interpersonal support dimension	0.155	0.065	0.173*			sustain

Note: * indicates $P < 0.05$ ** Indicates $P < 0.01$ *** Indicates $P < 0.001$.

Correlation Analysis of Physical Exercise and Psychological Resilience

Table 3

Correlation analysis between physical exercise and psychological resilience of male college students (R)

Male	Goal Focus	Emotional Control	Positive Cognition	Family Support	Interpersonal Assistance	Mental Resilience
Exercise Intensity	0.11	0.13*	0.05	0.16**	0.09	0.15*
Exercise Time	0.24*	0.15*	0.07	0.15*	0.12*	0.22*
Exercise Frequency	0.26*	0.15**	0.12*	0.20**	0.15*	0.19**
Exercise Volume	0.25**	0.15*	0.20	0.17**	0.16**	0.18**
Total Exercise Score	0.29*	0.16**	0.11	0.19**	0.14*	0.19**

Note: * indicates $P < 0.05$ ** Indicates $P < 0.01$ *** Indicates $P < 0.001$.

Table 4

Correlation analysis between physical exercise and psychological resilience of female college students (R)

Female	Goal Focus	Emotional Control	Positive Cognition	Family Support	Interpersonal Assistance	Mental Resilience
Exercise Intensity	-0.17**	0.04	-0.17**	-0.09*	-0.05	-0.12*
Exercise Time	-0.08*	0.09	0.10*	0.10*	0.03	0.07
Exercise Frequency	0.06	0.10	0.16**	0.07	0.08	0.14*
Exercise Volume	-0.12**	0.03	0.14**	0.07	0.02	0.08*
Total Exercise Score	-0.11**	0.06	0.09	0.06	0.03	0.05

Note: * indicates $P < 0.05$ ** Indicates $P < 0.01$ *** Indicates $P < 0.001$.

By conducting correlation analysis using statistical software, the data presented in [Table 3](#) can be derived. From the [table 3](#), it is evident that physical exercise intensity, exercise

duration, exercise frequency, and exercise volume exhibit correlation coefficients ranging between 0.15 to 0.22, 0.13 to 0.17, and 0.16 to 0.20, respectively. Additionally, among male college students, exercise duration, exercise frequency, exercise volume, and overall exercise score displayed significant positive correlations with the two dimensions of goal orientation and interpersonal support, with correlation coefficients ranging between 0.24 to 0.29 and 0.12 to 0.16, respectively (Zhou, 2022).

Using statistical software, correlation analysis was conducted between physical exercise and psychological resilience, yielding data results in Table 4. From the analysis, it's observed a significant negative correlation between physical exercise intensity and psychological resilience among female college students, with a correlation coefficient of 0.12. Moreover, it's found that the frequency of physical exercise among female college students exhibits a significant positive correlation with their psychological resilience and positive cognitive dimension, indicating a potential enhancement in cognitive levels and family support. Additionally, the amount of exercise demonstrates a significant negative correlation with the goal orientation dimension but a significant positive correlation with the positive cognitive dimension, suggesting a potential restriction on goal orientation yet an enhancement in positive cognition among female college students. Furthermore, the total score of physical exercise among female college students is significantly negatively correlated with the goal orientation dimension, indicating a decrease in goal focus with higher exercise scores. Amidst ongoing educational reform, integrating sports ethos into ideological and political education emerges as a pivotal trend and focus of attention. This pedagogical approach not only fosters holistic student development and enhances overall quality but also drives innovation in ideological and political coursework and the effective execution of ideological and political education.

Discussion

Strengthen College Students' Physical Training Based on Sports Skill Learning

Several studies have indicated the substantial predictive capacity of physical exercise behaviour concerning college students' mental well-being. Thus, it is prudent to proactively endorse participation in physical activities among college students, fostering their interest in sports, instilling habits of physical exercise, and ultimately nurturing a lifelong awareness of sports. Strengthening college students' physical conditioning can be approached through various means: Firstly, by enhancing the professional competence of educators and elevating their teaching proficiency. Secondly, by actively organizing

sports instruction and skill-based competitions to stimulate learning through competitive engagements. Lastly, by embracing the concept of individualized sports programs tailored to each school's distinct attributes and students' personal preferences, thereby encouraging mastery of fundamental sports skills and fostering a vibrant sports culture within the academic environment.

Strengthen Psychological Resilience Intervention Measures and Attach Importance to Setback Education

Research has demonstrated the influence of physical exercise on college students' mental health via psychological resilience, suggesting that enhancing psychological resilience interventions can enhance the mental health status of college students. To bolster the psychological resilience of college students, interventions may focus on the following strategies: Firstly, by implementing resilience training such as "RIRO" resilience training and "I am, I have, I can" self-confidence training to fortify psychological resilience. Secondly, by facilitating frustration education to augment students' social adaptability, enabling them to confront setbacks and challenges in practical settings, thereby progressively enhancing their psychological resilience. Moreover, offering guidance to confront negative life events with a positive outlook aid in improving psychological health.

Pay Attention to Women's Mental Health Education

Several studies have underscored the relatively lower mental health status among girls, highlighting the necessity for focused attention on enhancing their mental well-being (Xiang, 2022). To ameliorate the mental health of girls, interventions can be directed towards the following avenues: Firstly, fostering a nuanced understanding of oneself among girls, aiding them in accurately assessing their strengths and weaknesses. Secondly, cultivating skills for emotional regulation to foster more harmonious interpersonal relationships and foster supportive environments. Lastly, in the face of adversities, promoting proactive help-seeking behaviours, leveraging sports activities and interpersonal communication to regulate emotions effectively. Encouraging timely problem identification, emotional expression, and self-guided problem-solving strategies while emphasizing the importance of open communication to alleviate emotional distress, rather than internalizing negative emotions.

Build a Multi-Dimensional Support Structure of Family-School-Community-Society

When faced with setbacks and challenges, college students have the option to seek support and assistance from various sources such as family, educational institutions, communities, and society. Such support mechanisms are crucial for enabling students to maintain a positive and

resilient attitude amidst adversity. Within the family context, children raised under authoritative parenting styles tend to exhibit enhanced self-confidence and self-regulation skills, fostering a healthier psychological state. Within educational institutions, initiatives may include the establishment of management norms, dissemination of motivational messages through campus posters, and the organization of group-building activities to foster unity and cooperation, thus cultivating a positive campus environment. In community settings, social activities centred around interpersonal communication and interaction, as well as parent-child bonding activities, serve to strengthen community-family bonds while also establishing community-based psychological counselling services. At the societal level, leveraging the influence of public figures and media platforms can promote advocacy for a positive and vibrant social atmosphere, contributing to the collective well-being of society as a whole.

Gender Differences in Emotional Intelligence, Psychological Resilience and Coping Styles

Several studies indicate that there exists no notable variance in emotional intelligence, psychological resilience, and coping strategies between students majoring in Physical Education and the broader gender demographic. However, within the realm of emotional intelligence, female students demonstrate higher t-values in the dimensions of perception, comprehension, and regulation of emotions compared to male counterparts, albeit lower in the utilization of emotions. A significant distinction is observed in the self-enhancement dimension of psychological resilience, with female students exhibiting higher scores than male students. Notably, gender disparity is evident in positive coping strategies, whereas no discernible difference is observed in negative coping strategies. Male students tend to score higher in both positive and negative coping strategies compared to female students.

Differences in Emotional Intelligence, Psychological Resilience and Coping Styles Between Students and Regions

Differences exist in emotional intelligence between rural and urban students. Rural students demonstrate higher t-values in perceived, utilized, and understood emotion dimensions. Additionally, rural students have significantly higher self-improvement scores. Conversely, urban students score higher in negative coping strategies compared to rural students.

Professional Differences in Emotional Intelligence, Psychological Resilience and Coping Styles

Students majoring in sports training exhibit lower T-values for emotion regulation compared to those majoring in social sports. Furthermore, they demonstrate higher levels of physical fitness, training proficiency, and

duration. Consequently, they tend to achieve relatively favourable outcomes in training or competitions. Conversely, students majoring in social sports display adeptness in controlling and regulating their emotions, while those majoring in sports training may lack such ability. Additionally, students majoring in sports training exhibit superior emotional intelligence and psychological resilience compared to their counterparts in social sports.

Reasons for Grade Differences in Emotional Intelligence, Psychological Resilience and Coping Styles

Significant differences are observed in the scores of emotional intelligence and self-regulation across grade variables, as well as in the utilization of emotion. Moreover, noticeable distinctions are noted in self-reliance and optimism within grade variables concerning psychological resilience. Scores for positive coping styles exhibit negative correlations and significant differences, while scores for negative coping styles also demonstrate negative correlations. Clear variations are evident between grades 1 and 2 across all aspects. Furthermore, the internal reliability coefficients (α) of the academic literature questionnaire and the questionnaire on college students' psychological states are 0.892 and 0.816, respectively, surpassing the threshold of 0.7, indicating reliability. Additionally, the KMO values for both questionnaires are between 0.8 and 0.9, and the p-values from Bartlett's sphericity tests are below 0.05, rejecting the null hypothesis and affirming the necessity of the evaluation of "use and college students' psychological questions."

Implications

Theoretical Implications

The study unveils a spectrum of theoretical and practical implications. For instance, the integration of sportsmanship within the educational paradigm underscores educators' acknowledgment of character cultivation and holistic advancement. The theoretical underpinning posits that nurturing values such as teamwork, discipline, and perseverance through sports endeavours can positively impact students' psychological resilience. This suggests that athletic ethos may serve as a potent instrument for fortifying resilience not confined solely to athletic contexts but extending to various domains of students' lives. Theoretical implications underscore the imperative of discerning the interconnections among sports, education, and psychological well-being, elucidating how sports-oriented activities can fortify students' resilience and propel their overall growth.

Practical Implications

The study emphasizes both theoretical implications and

practical applications. It suggests incorporating sports activities and ideals into lesson plans to enable students to develop resilience through authentic experiences. This can be achieved through team-building exercises, cooperative learning, and promoting a growth mindset via sports challenges. Additionally, educational institutions can enhance extracurricular sports programs, providing resources for training and mentorship in sportsmanship values. This fosters resilience and character development among students. Overall, creating a welcoming, inclusive learning environment integrating sportsmanship is crucial for students to thrive academically, socially, and emotionally. These findings underscore the importance of addressing these aspects to enhance educational institutions.

Limitations and Future Directions

Further investigation necessitates the resolution of several constraints. The research underscores the significant advantages associated with integrating sportsmanship into the educational framework. It is imperative to acknowledge the potential variability in effectiveness across diverse cultural, social, and educational contexts. Subsequent inquiries should endeavour to probe the conceivable challenges and impediments that may hinder the implementation of sports-oriented initiatives aimed at bolstering psychological resilience, while considering factors such as cultural heterogeneity, gender dynamics, and socioeconomic disparities.

An additional constraint lies in the imperative for more stringent quantitative inquiries utilizing longitudinal methodologies and control groups to establish causative links between the infusion of sports ethos into ideological and political pedagogy and the enhancement of students' psychological resilience. A comprehensive evaluation of resilience should encompass an array of dimensions including emotional, cognitive, and social resilience.

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Hence, forthcoming research should also concentrate on devising optimal strategies and frameworks for integrating sportsmanship into ideological and political education. This involves identifying the most efficacious pedagogical methods, curriculum frameworks, and assessment mechanisms to optimize the impact on students' psychological resilience. Additionally, scrutinizing the enduring effects of sportsmanship-based interventions on other facets of students' lives, such as academic attainment, interpersonal relationships, and career progression, would furnish educational practitioners with invaluable insights.

Moreover, given the predominantly localized focus of the study, future investigations could explore cross-national comparisons to enrich the understanding of the subject matter.

Conclusion

The analysis of the impact of "curriculum ideological and political" on college students' psychological resilience reveals that six hypotheses are supported. Specifically, when college students participate in "curriculum ideological and political", their motivation for human education positively influences four dimensions of their psychological resilience: spirit or motivation, positive cognition, teacher support, and interpersonal support. Additionally, the motivation for physical education has a positive impact on the spirit or motivation and interpersonal support of college students' psychological resilience. These findings suggest that the "curriculum ideological and political" programme effectively enhances college students' psychological resilience. It is recommended to enhance the impact of campus sports culture and physical education through strategic planning. To enhance the "curriculum ideological and political" programme, it is recommended to incorporate students' psychology and perform extensive empirical research by expanding the sample size.

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