



coverage of themes was 22%, 41%, 36%, 34% and 76% from UK, US, Australia, NZ and Canada respectively. Two of five sets of standards relied on a pre requisite foundational exercise science set of professional standards and this, in US and Australia, accounted for an additional 3% and 38% of the elements respectively. CONCLUSION: There is a common core of themes covered by all current national standards for Sports Science across the five nations audited, but there is variable coverage in the remaining 57%. Whilst in some countries a portion of this can be attributed to a foundational set of exercise science professional standards, these findings are important for understanding the differences in curriculum training and certification of Sports Science professionals, and how this might influence the internationalisation of the profession. It could be proposed that this audit of Sports Science standards sets the foundation for developing an international set of Sports Science professional standards that will promote harmonisation of the profession across jurisdictions.

DOES SPORTS COMPETENCE INFLUENCE ENJOYMENT IN PHYSICAL ACTIVITY IN PREADOLESCENCES?

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In the sport and physical activity (PA) field, enjoyment is (Scanlan & Simons, 1992) and it can also be considered an important factor in promoting active lifestyles and regular PA among school-aged children (Carraro, Young, & Robc 2008). Although PA enjoyment depends primarily on intrinsic factors, sport competence may influence PA enjoyment (Carroll & Loumidis, 2003). We investigated here the effects of perceived sport competence on PA enjoyment, initially expecting that perceived sport competence could be predictive of high levels of PA enjoyment. This study was carried out to increase the existing body of knowledge about the relationship between perceived sport competence and enjoyment. Participants were 794 pupils (403 boys and 391 girls) aged between 12 and 14 years ($M = 13.2$; $SD = .86$) and recruited from a randomized number of schools located in a northeastern region of Italy. They completed an Italian version of a Physical Activity Enjoyment Scale (PACES; Carraro et al., 2008) and the Physical Self-description Questionnaire-5 (PSDQ-5; Marsh, 1996). The Italian version of the PSDQ-5 (Scarpa, Gobbi, Paggiaro, & Carraro, 2010) contains five factors: physical self-concept which are used to assess perceived sport competence: endurance, flexibility, strength, coordination and sport skill.

Questionnaires were completed in groups in the classroom. All respondents and their parents gave their informed consent and were assured that individual data would be kept confidential.

Pearson's correlation test was used to measure the association between variables. Multiple linear regression analysis was conducted to investigate the correlation between PSDQ-5 scores (independent variables) and PACES total score (dependent variable). Pearson's correlation test revealed the following positive associations between PSDQ-5 variables and PACES total score: endurance ($r = .828$, $p < .0001$); flexibility ($r = .507$, $p < .001$); strength ($r = .665$, $p < .0001$); coordination ($r = .427$, $p < .001$); sport skill ($r = .546$, $p < .001$). Multiple linear regression analysis showed the following score index: $F(4, 794) = 8.86$; $t = 22.81$; $R^2 = .455$; $F(1, 794) = 64.13$, $p < .001$. Our results highlighted positive associations between physical concept scales and PA enjoyment, and our hypothesis that perceived sport competence can be considered a good predictor of PA enjoyment was confirmed. The results could contribute to our understanding of the processes involved in the promotion of active lifestyles and regular PA among young people.

THE INFLUENCE OF PHYSICAL EXERCISE ON IDEOLOGICAL AND POLITICAL EDUCATION: A QUANTITATIVE STUDY ON THE EXAMPLE OF BADMINTON PROGRAM

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Chinese higher education faces the challenge of improving students' comprehensive quality, and ideological and political education is an important part of cultivating correct values and moral standards. Meanwhile, the role of physical education in students' lives has been increasingly emphasized, but its impact on ideological and political education has still not been fully explored. Badminton is a popular sport among Chinese college students, which not only enhances physical fitness but also positively influences students' ideological and political literacy through teamwork and sportsmanship. Using a quantitative research design, 320 college students were randomly divided into two groups: an experimental group (students) and a control group (160 students). The experimental group participated in a 12-week structured badminton training program, while the control group did not participate in any organized sports activities other than their daily activities. Data were collected at four time points: baseline (T1), immediately after the intervention (T2), and at 2-month (T3) and 4-month (T4) follow-ups using standardized questionnaires, behavioral observation checklists, and learning records. The experimental group received a 12-week badminton training program with two 90-minute sessions per week focusing on basic skills, team training, and competitive play, followed by discussions on sportsmanship and strategic thinking. To assess the impact of the badminton intervention on ideological and political education, a repeated measures analysis of variance (RM-ANOVA) was conducted with group (experimental vs. control) as the between-subjects factor and time (T2, T3, T4) as the within-subjects factor. Repeated-measures analysis of variance (RM-ANOVA) indicated that significant between-group interactions existed for all three ideological outcomes, with associated F-values, p-values, and effect sizes reflecting both statistical significance and practical importance. Post hoc tests indicated that the experimental group showed significant improvements in all outcomes at T2, T3, and T4 compared to T1, while the control group showed no significant change. This study demonstrates the positive and sustainable impact of badminton training on the ideological and political education of university students, highlighting the importance of sport in an integrated educational approach. The findings provide valuable insights for educational policymakers and practitioners, emphasizing the role of physical activity in promoting the holistic development of students. Future research should further explore the mechanisms underlying the relationship between physical activity and ideological and political education, assess the long-term impact of different sports on students' development, and explore the potential synergies between physical education and ideological and political education interventions.