



Research Article

The Impact of a Harmonious Sports Environment on Learning Interest

Karim Dad Sharifi^{1*}, Khwaja Mohammad Salim sidiqi², Mohammad Younus Ajmiri³

¹Teaching Assistant, Physical Education Department, Education Faculty, Kandahar University, Kandahar, Afghanistan

²Senior Teaching Assistant, General Physical Education Department. Physical Education and Sports Science Faculty. Kabul Education University. Kabul, Afghanistan

³Teaching Assistant, General Physical Education Department. Physical Education and Sports Science Faculty. Kabul Education University. Kabul, Afghanistan



ARTICLE INFO

ABSTRACT

Keywords:

Harmony, sports environment, learning interest

Article History:

Received: 15-02-2024

Accepted: 02-03-2024

Published: 05-04-2024

The study delves into the impact of sports equipment and facilities on students' learning interests within educational environments, with a particular focus on the positive influence observed among physical education (P.E) students. Through a qualitative approach employing the library method, the research explores this influence by dissecting existing literature on related topics, including cooperative learning efficiency in physical education and the motivational dynamics of student-athletes. The findings underscore the vital role played by a harmonious sports environment, marked by sufficient sports equipment and facilities, in fostering physical education, personality development, and lifelong engagement in sports activities. Notably, students with access to such facilities exhibit heightened participation in physical activities, correlating with improved academic performance and enhanced psychological well-being. The study highlights the pivotal role of a supportive sports environment in shaping students' learning interests, boosting academic achievements, and promoting psychological wellness within educational settings. It stresses the necessity of ensuring adequate sports equipment and facilities, coupled with the cultivation of a positive sports culture, to effectively nurture physical education, foster personal growth, and encourage sustained participation in sports activities. Furthermore, the research acknowledges and addresses socioeconomic disparities in sports participation, shedding light on the escalating income inequalities over time, especially among specific demographic groups such as women, middle and high school students, and adults. Moreover, it underscores the potential of group sport participation to mitigate such disparities compared to individual sports, suggesting avenues for fostering more inclusive sporting environments.

Cite this article:

Sharifi, K. D., Sidiqi, K. M. S., & Ajmiri, M. Y. (2024). The Impact of a Harmonious Sports Environment on Learning Interest. *Sprin Journal of Arts, Humanities and Social Sciences*, 3(4), 20–23. <https://doi.org/10.55559/sjahss.v3i4.271>

Introduction

Participation in sports is not solely an individual endeavor but a dynamic interplay influenced by various environmental factors. Individuals partake in physical activities within the milieu of their families, schools, and broader society, each shaping their sporting experiences. While these elements may not directly engage in sports activities, they significantly influence the process and outcomes of sports participation. For instance, within the school environment, factors such as facilities, teaching methods, and institutional culture profoundly affect students' interest and involvement in sports (Bahir & Wang, 2023). Similarly, the attitudes towards sports, socioeconomic status, and lifestyle choices within families also play pivotal roles in shaping individuals' sporting behaviors. Furthermore, societal norms, regulations, and cultural values contribute to the broader social sports environment, shaping individuals' perceptions and attitudes towards sports (Bahir & Wang, 2023).

Through a comprehensive examination of these environmental influences, this study aims to unravel the impact of a harmonious sports environment on students' engagement in sports learning. By delving into the roles played by schools, families, and society in shaping sports participation, this research endeavors to identify key determinants that cultivate a positive attitude towards sports among students. Ultimately, gaining insights into the intricate dynamics of the sports environment can inform strategies to foster inclusive and supportive contexts, encouraging sustained participation in physical activities and sports across individual's lifespan.

Importance of study:

The research is crucial as it highlights how access to sports facilities positively impacts physical education students, increases physical activity levels, enhances attitudes towards P.E, and contributes to academic performance. By emphasizing the significance of a positive sports culture and adequate resources in promoting comprehensive education and holistic development,

*Corresponding Author:

Email: [karim.hotak786\[at\]gmail.com](mailto:karim.hotak786[at]gmail.com) (K. D. Sharifi)

<https://doi.org/10.55559/sjahss.v3i4.271>

© 2024 The Authors. Published by Sprin Publisher, India. This is an open access article published under the CC-BY license

<https://creativecommons.org/licenses/by/4.0>

the study holds significant importance in the educational context. The research qualitatively explores how sports equipment and facilities influence students' learning interests, emphasizing the positive impact of sports facilities on physical education (P.E) students. The purpose of this research is to highlight the correlation between access to sports facilities and increased physical activity levels among young individuals, ultimately aiming to enhance students' attitudes towards physical education, improve academic performance, and foster a harmonious learning environment. The findings from this study underscore the pivotal role of a harmonious sports environment in shaping students' learning interests, enhancing academic performance, and improving psychological well-being within educational settings. By emphasizing the importance of balancing sports engagement with academic responsibilities and promoting comprehensive education through adequate sports equipment and facilities, this research contributes to the holistic development of students. Ultimately, the provision of a positive sports culture alongside necessary resources plays a vital role in promoting physical education, personality development, and lifelong engagement in sports activities.

Purpose of the study:

This study endeavors to establish a conducive, learning environment that fosters students' enthusiasm for sports and enhances their holistic well-being. Specifically focusing on the school physical education landscape, it delves into the significance of sports equipment and facilities in shaping students' learning interests. Through the utilization of real-time synchronous demonstrations, the research addresses disparities in visual perception, guaranteeing precise student comprehension and certification, thereby amplifying teaching effectiveness. Furthermore, leveraging advanced magnification techniques enables the vivid display of intricate structural specimens that were previously arduous to observe, thus facilitating enriched and comprehensive learning experiences (Bahir, 2020b).

Cultivating Engagement, Trust, and Academic Enthusiasm

To foster an open, positive, and trustworthy learning environment for students, educators should prioritize creating ample opportunities for cooperation and exchange (Kiuppis, 2018). Establishing a harmonious and tacit relationship between teachers and students, as well as among students themselves, built on mutual trust and support, is essential (Bahir et al., 2021). It is crucial to cultivate a humanistic environment conducive to soft teaching practices (Ajmiri & Bahir, 2023). In classroom teaching, teachers should offer more encouragement and fewer reprimands, along with intuitive demonstrations rather than empty preaching, fostering a lively and enjoyable atmosphere (Bahir et al., 2021).

Creating a harmonious family sports atmosphere is equally important (Edwards, 2006). This can be achieved by promoting the significance and role of family sports through various media platforms, optimizing residents' lifestyles, and supporting the healthy development of family sports (Edwards, 2006). Parents play a pivotal role in this endeavor, leading their children to participate in physical activities and identifying their sports interests and hobbies during family sports sessions (Edwards, 2006). It's crucial for parents to make necessary investments in family sports, ensuring basic equipment and facilities are available to cultivate their children's interest in sports (Edwards, 2006). Additionally, there should be increased investment in social sports to address shortages of family sports facilities (Edwards, 2006).

As part of the national fitness plan, the development of family sports should be incorporated into community sports

planning (Edwards, 2006). This involves establishing a comprehensive family sports organization and training service system, offering technical guidance, teaching exercise methods, and organizing various family sports competitions and entertainment activities to promote its development (Edwards, 2006). Moreover, rural residents should be guided to adopt correct sports consumption concepts and health awareness, enhancing their sports fitness awareness and mobilizing their enthusiasm for participating in sports activities (Edwards, 2006)

The Influence of Sports Equipment and Facilities on Students' Learning Interests

Sports encompass both material and spiritual dimensions, serving as a means to enhance physical health and unleash human potential (Rivière et al., 2018). Simultaneously, sports contribute to a cultural atmosphere characterized by attitudes, sentiments, and spiritual enrichment (Bahir et al., 2023). A conducive, cultural atmosphere nurtures various sports, particularly folk sports, fostering diverse talents and attracting participants and spectators alike, thereby shaping a vibrant sports culture. Sports competitions and activities embody unique expressions of group culture, influencing individual behavior through collective norms (Bahir et al., 2023). Therefore, fostering a positive sports and cultural atmosphere is essential for promoting social cohesion and establishing a robust social sports culture.

Environmental construction should reflect the characteristics of sports culture across various aspects, from clothing and advertisements to infrastructure (Hassandra et al., 2003). Increased publicity efforts, spanning from print media to digital platforms, should propagate the values of sports culture and instill a collective consciousness among individuals and groups alike. In summary, a harmonious learning environment is pivotal for effective emotional teaching, seamlessly integrating physical education activities with both hard and soft environments (Baillot et al., 2018). This holistic approach not only stimulates students' interest in sports but also nurtures their sports abilities, fosters personal growth, and lays the groundwork for lifelong sports engagement.

Improving Teaching Efficiency and Student Engagement

Applying digital camera display systems in anatomical specimen teaching, grounded in educational psychology principles, effectively engages students' multiple senses, yielding improved educational outcomes. Renowned psychologist Trichina's research findings indicate that 83% of human information acquisition stems from vision, 11% from hearing, with the combination of vision and hearing accounting for 94% (Bahir, 2020a). Studies on memory retention further support this, demonstrating that utilizing both vision and hearing concurrently enhances recall by up to 60%, compared to 25% and 15% with vision or hearing alone, respectively. Synchronous display of teachers' instructions alongside physical specimens aligns with students' cognitive development, heightening learning efficiency.

Moreover, integrating digital camera systems reduces teachers' workload and enhances teaching effectiveness. Teachers need only deliver instructions to the entire laboratory once, eliminating the need for repetition (Rouhi DEHKORDI, 2017). This streamlines teachers' responsibilities, affording them more time to address student queries. Concurrently, students benefit from increased observation time with physical specimens, bolstered by supplementary tools like models and wall charts (Castelli et al., 2007). This comprehensive approach strengthens

students' comprehension and retention of anatomical theories, ultimately improving teaching efficacy.

The impact of a harmonious sports environment on learning interest

Particularly in addressing socioeconomic disparities as a mediator, is a significant area of study. Research has shown that a safe and conducive sports environment in schools plays a crucial role in promoting physical activity participation and positive attitudes towards physical activities among students. This environment, which includes access to facilities, equipment, and safe spaces for play, is essential for effective and attractive physical education in schools. Moreover, the movement phenomenon in humans is closely linked to lifelong sports philosophy, emphasizing the importance of physical activities in maintaining health and well-being. Studies have highlighted the socioeconomic inequalities in sport participation, indicating that income disparities tend to increase over time, especially among Middle school and high school students (Gu et al., 2024). The research suggests that socioeconomic position influences sport participation, with health conditions partially explaining these disparities. Notably, group sport participation shows lower socioeconomic inequalities compared to individual sports, with variations observed between genders and specific sports. Understanding these inequalities and their impact on different sports can provide valuable insights into promoting inclusive sports environments (Gu et al., 2024). Furthermore, the role of Physical Education and Sports (PES) in the community is crucial, with studies emphasizing its contribution to life satisfaction, social interest, and extracurricular activities among adolescents. PES is seen as a fundamental element that promotes various aspects such as coeducation, entrepreneurship, cooperation, and respect, aligning with the Sustainable Development Goals (SDGs)

However, despite its potential benefits, PES has been sidelined in many educational settings, leading to concerns about physical inactivity and its negative consequences on health and well-being (Gu et al., 2024). In conclusion, research on the impact of a harmonious sports environment on learning interest, while addressing socioeconomic disparities, underscores the importance of creating inclusive and supportive sports environments in educational settings (Gu et al., 2024). Understanding the socioeconomic inequalities in sport participation and the role of PES in promoting physical activity and well-being can guide efforts to enhance learning interest and engagement through sports. The sources provided offer valuable insights into the impact of sports environments on learning interest, particularly in educational settings (Gu et al., 2024). They highlight the positive effects of cooperative learning in physical education, emphasizing how strategies like free grouping and skills-based grouping can enhance learning effectiveness and motivation in sports activities. Additionally, research indicates that sports participation among college students can positively influence cognition, self-esteem, coping styles, and academic performance, with recreational sports playing a significant role in promoting mental health and reducing feelings of inferiority.

Enhancing Specimen Preservation and Improving Teaching Outcomes

In the preliminary stages of experimentation, students are equipped with foundational theoretical knowledge in anatomy. However, given that anatomy is deeply rooted in morphology, the verification of acquired theories necessitates the direct observation of physical specimens during practical sessions (Williams, 1989). By refining teaching methodologies to enhance effectiveness, students embark on the instructional phase with a foundational

understanding of physical specimens. This preemptive familiarity mitigates aimless specimen observation, subsequently reducing the duration spent scrutinizing the same specimen and, in turn, curbing potential damage while conserving valuable resources (Jie & Yun, 2011).

Moreover, a comprehensive evaluation of teaching effectiveness, conducted through student questionnaire surveys, consistently reflects satisfaction rates exceeding 90%. Notably, the empirical evidence suggests a significant enhancement in students' performance on specimen examinations. Beyond academic achievements, the augmentation of students' interest and proactive involvement in specimen observation stands as a testament to the cultivation of independent analytical prowess and problem-solving skills (Li, 2022). This holistic approach not only elevates the quality of teaching outcomes but also fosters a dynamic learning environment conducive to sustained academic growth and development.

Conclusions

In conclusion, continuous utilization and refinement of digital camera display systems for teaching anatomy specimens in medical schools have resulted in significant improvements and maturity. Through ongoing use, educators have fine-tuned the application of these systems, leading to clearer and more effective presentations of anatomical structures. Experience has shown that consistent practice yields better outcomes, enabling instructors to optimize the display systems and incorporate interactive elements and multimedia resources to engage students more effectively.

Additionally, sports equipment and facilities play a crucial role as environmental factors in physical education teaching, providing essential infrastructure for effective instruction. However, insufficient teaching venues and equipment can detrimentally impact both the quality of teaching and students' practice, leading to crowded and noisy environments that diminish students' enthusiasm and interest in physical education. To address these challenges, it is imperative to strengthen investment in sports equipment and facilities according to the needs of teaching. By prioritizing the construction of venues and equipment and optimizing the classroom teaching environment, educators can significantly enhance students' engagement and enthusiasm for learning. Moreover, addressing socioeconomic disparities in sports participation is essential for promoting inclusive sports environments within educational settings and ensuring equitable access to physical activity opportunities for all students.

References:

- Ajmiri, M. Y., & Bahir, H. (2023). The impact of physical exercise on the mental health of the elderly. 1(2), 46–52.
- Bahir, H. (2020a). The Role of Sports on the Development of Tribes Unity: Afghan Society, Kabul, Afghanistan. *American International Journal of Social Science Research*, 5(3), 53–56. <https://doi.org/10.46281/aijssr.v5i3.794>
- Bahir, H. (2020b). The Role of Sports on the Development of Tribes Unity: Afghan Society, Kabul, Afghanistan. *American International Journal of Social Science Research*, 5(3), 53–56. <https://doi.org/10.46281/aijssr.v5i3.794>
- Bahir, H. B., & . H. (2021). UNDERSTANDING THE FEELINGS AND MOTIVATION OF AFGHAN STUDENTS' REGARDING STUDYING AT CHINESE UNIVERSITIES. *American International Journal of Social Science Research*, 6(1), 30–40. <https://doi.org/10.46281/aijssr.v6i1.978>
- Bahir, H., Hakimi, Mohammad Ayaz, Rahimi, Rahmullah, & Teaching. (2023). A REVIEW OF PHYSICAL ACTIVITIES PROMOTING STUDENT'S ACADEMIC

- ACHIEVEMENTS AND ITS WORKING MEC. Academic Research in Educational Sciences, 4(5), 19–31.
- Bahir, H., & Wang, X. (2023). Correlation effects of self-regulation on academic performance and self-efficacy in college physical education MOOC learning. *Scientific Journal of Sport and Performance*, 2(3), 395–401. <https://doi.org/10.55860/KGHP5564>
- Baillet, A., Vallée, C.-A., Mampuya, W. M., Dionne, I. J., Comeau, E., Méziat-Burdin, A., & Langlois, M.-F. (2018). Effects of a Pre-surgery Supervised Exercise Training 1 Year After Bariatric Surgery: a Randomized Controlled Study. *Obesity Surgery*, 28(4), 955–962. <https://doi.org/10.1007/s11695-017-2943-8>
- Castelli, D. M., Hillman, C. H., Buck, S. M., & Erwin, H. E. (2007). <Castelli et al._2007.pdf>. 239–252.
- Edwards, N. C. (2006). School Facilities And Student Achievement: Student Perspectives On The Connection Between The Urban Learning Environment And Student Motivation And Performance. In *Global Shadows: Africa in the Neoliberal World Order* (Vol. 44, Issue 1959). http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=3&SID=C2rQOKanALYXJBpSIGW&page=2&doc=17
- Gu, X., Hassan, N. C., & Sulaiman, T. (2024). The Relationship between Family Factors and Academic Achievement of Junior High School Students in Rural China: Mediation Effect of Parental Involvement. *Behavioral Sciences*, 14(3), 221. <https://doi.org/10.3390/bs14030221>
- Hassandra, M., Goudas, M., & Chroni, S. (2003). Examining factors associated with intrinsic motivation in physical education: A qualitative approach. *Psychology of Sport and Exercise*, 4(3), 211–223. [https://doi.org/10.1016/S1469-0292\(02\)00006-7](https://doi.org/10.1016/S1469-0292(02)00006-7)
- Jie, Z. H. E. N. G., & Yun, Q. I. (2011). A Study on Sports Elements Implanted in the Construction of Campus Culture.
- Kiuppis, F. (2018). Inclusion in sport: disability and participation. *Sport in Society*, 21(1), 4–21. <https://doi.org/10.1080/17430437.2016.1225882>
- Li, D. (2022). Research on the necessity and strategy of cultivating physical culture literacy of teachers' groups in Henan Province. *International Journal of New Developments in Education*, 4(15), 100–105. <https://doi.org/10.25236/ijnde.2022.041518>
- Rittweger, J. (2010). Vibration as an exercise modality: How it may work, and what its potential might be. *European Journal of Applied Physiology*, 108(5), 877–904. <https://doi.org/10.1007/s00421-009-1303-3>
- Rivière, F., Widad, F. Z., Speyer, E., Erpelding, M. L., Escalon, H., & Vuillemin, A. (2018). Reliability and validity of the French version of the global physical activity questionnaire. *Journal of Sport and Health Science*, 7(3), 339–345. <https://doi.org/10.1016/j.jshs.2016.08.004>
- Rouhi DEHKORDI, M. (2017). The Educational Impact of Traditional Games the Role of Zurkhaneh Sport in Educating Children. *International Journal of Science Culture and Sport*, 5(24), 134–139. <https://doi.org/10.14486/intjscs659>
- Williams, M. H. (1989). Nutritional ergogenic aids and athletic performance. *Nutrition Today*, 24(1), 7–14. <https://doi.org/10.1097/00017285-198901000-00004>