



## RESEARCH ARTICLE

## From Tradition to Modernity: The Transformation of Chinese Early Childhood Physical Education under Multi-Factor Influences

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Received: May 25, 2024

Accepted: Jun 26, 2024

**Keywords**

Chinese early childhood physical education

Social and cultural factors; educational policy

Economic development

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**ABSTRACT**

This paper aims to analyze and explore the current development status of early childhood physical education in modern China and the various influencing factors, including social culture, educational policies, and economic development. Through a questionnaire survey of 100 early childhood physical education practitioners and employing methods such as descriptive statistics, Pearson correlation analysis, and regression analysis, the study found that various factors influence the development of early childhood physical education to varying degrees. The questionnaire survey revealed significant correlations among the main factors influencing the development of early childhood physical education. Regression analysis further indicated that economic prosperity and government policies are the primary driving forces behind the development of early childhood physical education, while the introduction of Western sports ideologies also plays a positive role in this process. Social reforms and openness play a crucial role in the improvement of physical education for children. In conclusion, the development of early childhood physical education in China is the result of the combined influence of multiple factors. In the future, there is a need to pay more attention to the coordinated development of economy and culture in policy formulation, while actively introducing and absorbing advanced sports ideologies and practices of the new era.

**INTRODUCTION**

Early childhood sports play a vital role in fostering the physical, psychological, and social development of young children. This article explores the evolution and development of early childhood sports in modern China, examining its historical process and contemporary significance. The focus is on understanding how early childhood sports have transformed from simple sports activities to structured educational practices that shape children's lifelong habits and qualities. Early childhood sports are tailored for children aged 3 to 6 years old, prioritizing physical activities to promote the overall development of physical health and mental health. The essence of early childhood sports lies in its fun nature, and activities such as running, jumping, and playing ball not only promote physical health but also cultivate a lifelong passion for sports. These activities are designed to gradually challenge children, adapt to their development stage, and ensure safety, while encouraging self-improvement and teamwork. Early childhood sports are an important part of education, providing children with valuable experiences in teamwork, resilience, and sportsmanship. They also influence educational practices by emphasizing the importance of children's all-round development and guiding traditional educational models to a more child-centered approach.

From the history of early childhood sports development, China's early childhood sports have made great progress over the past century (Tofler & Butterbaugh, 2005; Jam et al., 2018). Initially, in the early 20th century, the activities were informal and lacked educational concepts, but cultivated basic physical health. By the middle of the 20th century, there was a shift toward structured educational goals, emphasizing a systematic approach to physical activity. This trend continued until the end of the 20th century, with a focus on holistic development, combining physical and mental exercise to prepare children for social life.

Entering the 21st century, early childhood sports have shown diversified development, with innovative activities such as outdoor adventures and parent-child sports enriching physical education with new experiences and promoting home-school cooperation. Early childhood sports are the foundation for healthy growth, physical literacy, and the development of positive character traits such as cooperation and perseverance (Humphrey, 2012). They contribute to the sustainable development of sports by cultivating young people's interests and talents. In addition, early childhood sports build a bridge between family and social education, encourage parent-child interaction, and promote social integration (Kremer & Kim, 2007). The future of early childhood sports is expected to continue to grow, emphasizing personalized development and innovation in curriculum design. This trajectory requires a social commitment to invest in children's sports, improve facilities, and ensure a safe sports environment.

In short, early childhood sports are essential for shaping healthy, well-rounded individuals. Understanding their evolution can provide insights into their profound impact on children's development and emphasize the importance of creating a supportive environment for children to thrive in sports. This article delves into the rich history and transformative impact of early childhood sport in modern China, highlighting its role in shaping the future of sport and child development.

## **2 LITERATURE REVIEW**

### **2.1 A brief discussion on the evolution of Chinese children's physical education ideas**

Early childhood physical education in China has been developing for centuries and is deeply rooted in the cultural and philosophical traditions that have shaped Chinese society. This section explores the historical development and contemporary evolution of early childhood physical education ideas, highlighting its transformation from ancient to modern times. In ancient China, children's physical education was deeply influenced by two major philosophical systems, Confucianism and Taoism, which shaped educational concepts and social values (Morris, 2004). Confucian scholars emphasized the moral and intellectual aspects of physical education, integrating activities such as dance, archery, and horseback riding into children's learning. These activities not only exercised physical fitness, but also taught moral concepts and cooperative skills, reflecting the Confucian ideals of etiquette and virtue.

In contrast, Taoist philosophy emphasizes harmony with nature and spontaneity (Miller, 2022), advocating a more organic and free approach to children's physical education. Traditional games such as shuttlecock and hide-and-seek embody these principles, cultivating agility, coordination, and a deeper connection with nature. The fusion of Confucian and Taoist ideas enriched early childhood physical education through moral teachings and a holistic perspective on physical development (Zedong, 1917).

The introduction of Western sports concepts during China's modernization period has promoted major changes in early childhood physical education (Zhang et al., 2020; Kanval et al., 2024). During the Republic of China period, systematic reforms and initiatives were carried out to enhance children's physical health. After the founding of the People's Republic of China, early childhood physical education has been increasingly valued as an important part of children's all-round

development. National policies have standardized kindergarten physical education teaching, equipped with specialized facilities and trained coaches, and promoted organized sports activities.

In recent decades, China's economic growth and social changes have further diversified early childhood sports products. While traditional activities such as running and games remain the foundation, new sports such as taekwondo, swimming, and yoga have been integrated into kindergarten curricula, reflecting international trends (Diamond, 2012) and promoting modernization. This evolution highlights the adaptability and innovation of China's early childhood physical education, which aims to meet contemporary challenges while retaining traditional values.

## **2.2 Contemporary significance and future direction of early childhood physical education**

Early childhood physical education plays a vital role in fostering children's all-round development, emphasizing physical health, teamwork, and adaptability. As society develops, educators are faced with the challenge of adapting physical education to meet diverse needs and promote inclusion. Innovations such as technology integration, personalized curriculum design, and global collaboration aim to improve the effectiveness and accessibility of early childhood sports programs (Lyras & Peachey, 2011). Looking ahead, the future of early childhood sports in China depends on continued innovation and collaboration (An et al., 2022). By adopting new methods, expanding educational content, and promoting international exchanges, Chinese educators are committed to improving the level of early childhood physical education. This commitment reflects a broader desire to cultivate healthy, well-rounded individuals who can cope with the complexity of a rapidly changing world.

In summary, the historical evolution and modernization of early childhood sports thinking in China embodies a dynamic combination of traditional values and contemporary innovation (Li & Chen, 2017). By leveraging this rich heritage and adopting a forward-looking approach, early childhood physical education in China will play an important role in shaping the physical and mental health of future generations.

The evolution and development of early childhood sports have been integrated into Chinese society, promoting the all-round development of children and ensuring the vitality of the country in the future (Zhao, 2023). Understanding its historical context is crucial for educational reform. This study aims to explore the historical trajectory of early childhood sports thinking in modern China (Crowe, 2021) and to elucidate its key role in social change and educational philosophy. The tasks include identifying key development stages and extracting valuable insights for contemporary sports reform. By conducting an extensive literature review, relevant materials on modern early childhood sports were collected and analyzed, synthesizing the historical development of children's sports thinking, identifying key concepts, and revealing existing issues and debates in the field. To understand the evolution of early childhood sports thinking, we place it in a broader historical framework. By comparing and contrasting ideas and practices in different historical periods, we identify patterns of change and potential trends (Jinga & Kimb, 2020; Rashid et al., 2023). This analysis reveals how social and historical factors have influenced the development of early childhood sports. Combined with case analysis, we selected representative cases in early childhood physical education practice, both classic and innovative. Through detailed research on these cases, we explored the actual implementation and evaluated its effectiveness. This approach provides valuable insights for improving and advancing early childhood physical education. The study uses a combination of qualitative and quantitative methods to explore core issues such as values, goals, and content of early childhood physical education. Qualitative analysis allows for a deeper exploration of concepts and viewpoints, while quantitative analysis allows for an objective evaluation of implementation results and influencing factors (examining the impact of social, cultural, and educational changes on the development of sports thinking). This comprehensive approach enhances our understanding of the nature and dynamics of early childhood physical education.

This research helps to gain a deeper understanding of the historical development of early childhood sports and provide a theoretical basis and practical guidance for educational reform. Its purpose is to promote cooperation and exchange of ideas and promote the vigorous development of China's early childhood sports.

### 3. RESEARCH METHODS

The evolution and development of early childhood sports in modern China has been significantly influenced by a variety of factors, including social and cultural factors, educational policy factors, and economic development factors. Each of these factors has played a key role in shaping the trajectory of children's sports ideas and practices. This study aims to analyze the development status and influencing factors of early childhood sports in China (social culture, educational policy, and economic development). At the same time, the study also aims to reveal the relationship between the factors that affect the development of early childhood sports and the degree to which the overall cognition of early childhood sports educators is affected. The questionnaire survey method was used to conduct descriptive statistics, Pearson correlation analysis, and regression analysis to verify the evolution and development status and influencing factors of early childhood sports in China.

## 4 RESULTS AND ANALYSIS

### 4.1 Descriptive Statistics

#### 4.1.1 Gender frequency distribution

A survey of basic personal background information was conducted on 100 early childhood physical education workers in various regions of China. The results of gender information analysis showed that 42% of early childhood physical education workers were male, while women accounted for as high as 58% of early childhood physical education workers. The results of age information analysis showed that early childhood physical education workers aged 20-25 accounted for 32%, early childhood physical education workers aged 26-35 accounted for 30%, early childhood physical education workers aged 36-45 accounted for 20%, early childhood physical education workers aged 46-55 accounted for 11%, and early childhood physical education workers aged 56 and above accounted for 11% (see Table 1).

**Table 1: Gender analysis of early childhood physical education workers in various regions of China**

Gender variable		Frequency	Percentage	Effective Percentage
A1 Gender	Male	42	34.7	42
	Female	58	47.9	58
Total		100		100

The proportion of women among early childhood physical education workers is significantly higher than that of men, accounting for as high as 58%. This shows that there are more female practitioners than men in this field, which may be related to the fact that women are more inclined to work in jobs related to children's education, or it may reflect the society's recognition and acceptance of women in the field of early childhood education.

#### 4.1.2 Age frequency distribution

The analysis results of age information show that 32% of preschool physical education workers are aged 20-25, 30% are aged 26-35, 20% are aged 36-45, 11% are aged 46-55, and 11% are aged 56 and above.

**Table 2: Analysis of age information of early childhood physical education workers in various regions of China**

Age variable	Frequency	Percentage	Effective Percentage
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A2 Age	20-25	32	26.4	32
	26-35	30	23.1	30
	36-45	20	9.1	20
	46-55	11	9.1	11
	56 Years And Above	7	5.8	7
	Total	100		100

Early childhood physical education workers aged 20-25 and 26-35 account for a large proportion, totaling 62%. This shows that there are more young practitioners in this industry, which may be due to the fact that young people have a higher interest in early childhood physical education, or they have just graduated from related majors and entered this field.

20% of practitioners are aged 36-45, which is in the middle-aged stage. This group of people may have rich work experience and mature teaching methods, and have a deeper understanding and practice of early childhood physical education.

Practitioners aged 46 and above account for 22% (11% for 46-55 years old, 11% for 56 years old and above). The number of practitioners in this age group is relatively small, which may be related to the fact that physical education work with high physical requirements is not suitable for the elderly, or it may be because some practitioners choose to retire or change careers at this age.

In summary, women account for a large proportion of the gender distribution in the field of early childhood physical education, showing the dominant position of women in this field.

The age distribution shows a relatively younger trend, with practitioners aged 20-35 accounting for the majority, which may be related to factors such as the entry of new forces into the field and the enthusiasm of young people for education.

As age increases, the proportion of practitioners gradually decreases, which may reflect the stage characteristics of career development and the impact of physical and energy limitations on older practitioners.

#### 4.2 Questionnaire reliability and validity

A total of 100 early childhood physical education workers from various regions of China were surveyed using a questionnaire. The questionnaire was in the form of a Likert five-point scale, including strongly disagree, disagree, average, agree, and strongly agree. Among them, three dimensions of influencing factors were constructed based on social and cultural factors, educational policy factors, and economic development factors, and each influencing factor had three questions. The reliability statistics of the 9 questions showed that the Cronbach's Alpha (CA) value was 0.721; the validity statistics showed that the Kaiser-Meyer-Olkin (KMO) sampling adequacy of Bartlett's test was 0.689; the total variance explained results showed that the cumulative percentage of the sum of the rotated squared loads was 65.794. Therefore, the quality of the questionnaire was good (see Table 3).

**Table 3: Reliability and validity of the questionnaire on factors affecting physical education for Chinese children**

Added Value	Problem Items	Cronbach's Alpha	KMO
Sociocultural Factors	C1: Traditional Chinese culture has greatly hindered the development of modern children's sports.		
	C2: The infusion of Western sports ideas has had a positive impact on the evolution of Chinese children's sports thinking.		

	C3: Social change and openness have led to real improvements in sports facilities and children's kindergarten programs.	0.721	0.689
Education Policy Factors	D1: Government policies such as the "National Fitness" strategy have made great contributions to the improvement of children's sports thinking.		
	D2: Incorporating physical education into school and kindergarten curriculum has a positive impact on the all-round development of children.		
	D3: The government's top-down promotion approach has effectively gained social support for children's sports activities.		
Economic Development Factors	E1: Economic prosperity plays a vital role in increasing children's physical activity levels.		
	E2: The rise of the sports industry has had a positive impact on the development of children's sports infrastructure.		
	E3: Economic growth has led to a significant shift in society's attitude towards the importance of physical education for young children.		

**Note:** The sample size is 100 copies.

### 4.3 Correlation analysis of factors affecting the development of Chinese children's physical education

The results of Pearson correlation analysis are shown in Table 4. Social and cultural factors (C1, C2 and C3), educational policy factors (D1, D2, D3), economic development factors (E1, E2, E3) and educators are influenced by social and cultural factors. The overall awareness F of China's children's sports development under the influence of factors, education policy factors and economic development factors are significant to each other at the 0.05 level and 0.01 level. The data shows that there are many significant positive and negative correlations between various dimensions, highlighting the complex interaction between social and cultural, educational policy and economic development factors in children's sports development. From the list and analysis of social and cultural factors (C1, C2 and C3), education policy factors (D1, D2, D3) and economic development factors (E1, E2, E3) one by one, we can know:

#### Social and cultural factors (C)

C1: Obstacles of traditional Chinese culture

Negative correlation: The negative correlation between C1 and D3 (-0.315\*\*), E1 (-0.204\*), and E3 (-0.225\*) indicates that the obstacles of traditional culture to modern children's sports have weakened under the government's promotion and economic prosperity. This may mean that with the development of the economy and the advancement of government policies, the influence of traditional culture on children's physical education has gradually decreased.

C2: The influence of Western sports ideas

Positive correlation: The positive correlation between C2 and C3 (0.293\*\*), D2 (0.296\*\*), and D3 (0.267\*\*) indicates that Western sports ideas have a positive impact on social change, curriculum setting, and government support. This reflects the positive role of Western sports ideas in Chinese children's physical education under the background of globalization.

C3: Impact of social change and openness

Positive correlation: The positive correlation between C3 and D1 (0.200\*), D3 (0.410\*\*), E2 (0.217\*), and E3 (0.264\*\*) shows that social change and openness have a positive impact on government policies, economic development, and social attitudes. This shows that the openness and progress brought about by social change provide favorable conditions for the improvement of children's physical education.

### **Education policy factors (D)**

D1: "National Fitness" strategy

Positive correlation: The positive correlation between D1 and D2 (0.517\*\*), E1 (0.512\*\*), E2 (0.601\*\*), and E3 (0.353\*\*) shows that the "National Fitness" strategy has played an important role in promoting the inclusion of physical education in the curriculum, promoting economic prosperity and industrial development, and changing social attitudes.

D2: Physical education included in the curriculum

Positive correlation: The positive correlation between D2 and D3 (0.325\*\*), E1 (0.391\*\*), E2 (0.468\*\*), and E3 (0.287\*\*) shows that the inclusion of physical education in the curriculum has a significant positive impact on government promotion, economic prosperity, sports industry development, and social attitude changes.

D3: Government top-down promotion method

Positive correlation: The positive correlation between D3 and E1 (0.558\*\*), E2 (0.306\*\*), and E3 (0.507\*\*) shows that the government top-down promotion method has a significant promoting effect on economic prosperity, sports industry development, and social attitude changes. This shows that the government's policies on promoting children's sports activities have a positive impact on all aspects of society.

### **Economic development factors (E)**

E1: Economic prosperity

Positive correlation: The positive correlation between E1 and E2 (0.468\*\*) and E3 (0.666\*\*) shows that economic prosperity not only improves the development of sports infrastructure, but also significantly changes the society's attitude towards the importance of early childhood sports. This reflects the core role of economic growth in promoting the development of children's sports.

E2: Development of the sports industry

Positive correlation: The positive correlation between E2 and E3 (0.442\*\*) shows that the development of the sports industry has a positive impact on the change of social attitudes. This shows that the rise of the sports industry has promoted the society's attention to children's sports to a certain extent.

### **Educators' overall awareness of the development of children's sports in China (F)**

Positive correlation: The positive correlation between educators' overall awareness of the development of children's sports in China (F) and D1 (0.486\*\*), D2 (0.288\*\*), D3 (0.347\*\*), E1 (0.659\*\*), E2 (0.529\*\*), and E3 (0.806\*\*) shows that the development of good education policies promoted by the government and the prosperity of the national economy have greatly affected educators' overall awareness of the development of children's sports in China.

**Table 4: Pearson correlation analysis table**

	C1	C2	C3	D1	D2	D3	E1	E2	E3
C2	0.156								
C3	0.028	.293**							
D1	0.082	0.178	.200*						
D2	-0.039	.296**	0.104	.517**					
D3	-.273**	.267**	.410**	0.167	.325**				
E1	-0.183	0.104	0.05	.512**	.391**	.558**			
E2	-0.183	0.145	.217*	.601**	.468**	.306**	.468**		
E3	-0.166	0.177	.264**	.353**	.287**	.507**	.666**	.442**	
F1	0.023	0.042	0.195	.486**	.288**	.347**	.659**	.529**	.806**

\*\*Correlation is significant at the 0.01 level (two-tailed).

\*Correlation is significant at the 0.05 level (two-tailed).

In summary, the dual effects of economic prosperity and government policies: Economic prosperity (E1) and government policies (D1, D2, D3) are the main driving forces for the development of children's sports. Economic prosperity has directly improved sports infrastructure (E2) and changed social attitudes toward children's sports (E3), while government policies have promoted the popularity of children's sports activities by promoting national fitness strategies and integrating physical education into the curriculum.

The positive impact of Western sports thought: The introduction of Western sports thought (C2) has had a significant positive impact on all aspects of Chinese children's sports development. This includes not only social and cultural change (C3) but also education policy (D2, D3) and economic development (E1, E2).

The hindering effect of traditional culture is weakening: Although Chinese traditional culture (C1) has a significant hindering effect on children's sports development, with the development of the economy (E1, E3) and the promotion of government policies (D3), this hindering effect is gradually gradually weaken.

The critical role of social change: Social change and openness (C3) is one of the important factors driving children's physical development. This is manifested in its positive impact on education policy (D1, D3) and economic development (E2, E3).

As shown comprehensively, economic development, government policies and social and cultural changes work together to promote the development of children's physical education in China. The



introduction of Western sports thought has had a positive promoting effect on this process, while the hindering effect of traditional culture is gradually weakening. In order to further promote the development of children's physical education, we can pay more attention to the coordinated development of economy and culture in policy formulation, and at the same time actively introduce and absorb advanced Western sports ideas and practices.

**4.4 Regression analysis of factors affecting the development of Chinese children's physical education**

The model summary results are shown in Table 5. The model summary results show that the adjusted R square is 0.745. The results show that 9 factors, including social and cultural factors (C1, C2, C3), educational policy factors (D1, D2, D3), and social development factors (E1, E2, E3), can explain 74.5% of the sample's cognitive changes on the overall impact of social culture, educational policy and economic development on the development of Chinese children's sports. That is, 74.5% of the three-dimensional factors in the 9 factors can explain the overall impact of the development of Chinese children's sports, and the model fit is good. In addition, the D-W value is 2.566, which is close to 2, indicating that there is no autocorrelation.

**Table 5: Model summary<sup>b</sup>**

Model	R	R Square	Adjusted R-Squared	Error In Standard Estimates	Durbin-Watson
1	.877a	0.768	0.745	0.55273	2.566

a Predictor variables: (constant), E3, C1, C2, C3, D2, D1, D3, E2, E1

b Dependent variable: F

The coefficient table is shown in Table 9. According to the above correlation analysis and Table 9, it can be seen that the economic development factors (E1, E2 and E3). The p values of these three variables are all less than 0.05, showing significance, indicating that these three variables will have an impact on educators' awareness of the overall impact of Chinese children's sports development; the three variables E1, E2, and E3 The regression coefficient B values are 0.202, 0.197, and 0.689 respectively, all greater than 0, indicating that these three variables will have a positive impact on sports participation and the VIF values corresponding to these three factors are all less than 5, indicating that no collinearity occurs. At the same time, the model formula of this study: Factors influencing the development of China's early childhood physical education = -0.458+0.216×C1-0.137×C2+0.028×C3+0.07×D1-0.036×D2-0.085×D3+0.202×E1+0.197×E2 +0.689×E3 (see Table 6).

**Table 6: Coefficient<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-0.458	0.376		-1.216	0.227		
C1	0.216	0.062	0.198	3.487	<0.001	0.8	1.25
C2	-0.137	0.054	-0.145	-2.54	0.013	0.791	1.265
C3	0.028	0.065	0.027	0.425	0.672	0.63	1.586
D1	0.07	0.08	0.069	0.883	0.38	0.426	2.349
D2	-0.036	0.073	-0.032	-0.493	0.623	0.611	1.637
D3	-0.085	0.083	-0.079	-1.024	0.309	0.429	2.331
E1	0.202	0.091	0.197	2.216	0.029	0.325	3.077
E2	0.197	0.072	0.192	2.724	0.008	0.52	1.923
E3	0.689	0.076	0.666	9.11	<0.001	0.481	2.078

a. Dependent variable: F

## 5. DISCUSSION AND SUGGESTIONS

The evolution and development of the history of early childhood sports thought in modern China has been significantly influenced by a variety of factors, including social and cultural factors, educational policy factors, and economic development factors. Each of these factors has played a key role in shaping the trajectory of children's sports thought and practice. Due to social and cultural factors, traditional Chinese culture has always shown a conservative attitude towards children's sports, restricting its development. However, with social changes and the infusion of Western sports ideology, people's attitudes have changed. The emphasis on the all-round development of children in Western sports theory conflicts with traditional views, prompting people to re-evaluate children's sports. This conflict has led to a synthesis of various ideas and spawned a new approach to early childhood sports education. Social changes marked by openness and diversity have promoted practical changes such as the improvement of sports facilities and kindergarten curriculum. This integration and adaptation of ideas marks a more advanced understanding of children's sports, and Western theories have enriched Chinese practices. Due to educational policy factors, government policies, especially the implementation of the "National Fitness" strategy and education reforms, have promoted the evolution of children's sports thinking. Policies have enhanced the status of physical education in schools and kindergartens and integrated sports into educational curriculum. The government's active promotion has not only promoted the theoretical progress of children's sports activities, but also promoted practical innovation. This top-down approach has won social support, with parents and educators recognizing the importance of physical education in children's development. The interaction between policy and practice is crucial to the development of children's sports.

Due to economic development factors, economic prosperity helps to strengthen children's sports activities. The rise of the sports industry has made up for the shortcomings of infrastructure and provided resources for the diversification and scientific development of sports. In addition, economic growth has changed society's attitude towards early childhood sports, highlighting its role in the comprehensive development of children. This interrelationship between economic development and children's sports has not only enriched this field, but also cultivated an ecosystem that supports its continued development.

Driven by social, cultural, educational policies and economic factors, the evolution of China's early childhood sports thinking is multifaceted. Driven by social changes and the infusion of Western ideology, traditional conservatism has given way to progressive attitudes. Government policies have institutionalized physical education and created a favorable environment for theoretical and practical progress. Economic development has provided a material basis for sports development and has also changed society's perception of the importance of children's sports. Looking to the future, continued research, policy innovation and economic progress will further promote the development of children's sports concepts and contribute to the healthy growth and comprehensive development of Chinese youth. The combined efforts of these fields have brought about a brighter future for Chinese early childhood sports, highlighting its inherent value in nurturing the next generation.

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**APPENDIX :**

In order to explore the transformation and future development prospects of China's early childhood physical education under the influence of multiple factors, a questionnaire was specially formulated as follows:

Dear participants,

Thank you for participating in this questionnaire. Your answers will help us understand the transformation and future development of early childhood physical education. Please answer the following questions as honestly as you can. Your opinions are very valuable.

**Section 1: Early Childhood Physical Educator Demographic Information**

1. Gender:

Male

Female

2. Age:

20-25

26-35

36-45

46-55

56 and above

**Section C: Social and Cultural Factors**

1. Traditional Chinese culture has greatly hindered the development of modern children's sports:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

2. The infusion of Western sports ideas has had a positive impact on the evolution of Chinese children's sports thinking:

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

3. Social change and openness have led to real improvements in sports facilities and kindergarten programs for children:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

**Section D: Education Policy Factors**

1. Government policies such as the "National Fitness" strategy have made great contributions to the improvement of children's sports thinking:

Strongly Disagree

Disagree  
Neutral  
Agree  
Strongly Agree

2. Incorporating physical education into school and kindergarten curriculum has a positive impact on the all-round development of children:

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

3. The government's top-down promotion approach has effectively gained social support for children's sports activities:

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

#### **Section E: Economic Development Factors**

1. Economic prosperity plays a vital role in increasing children's physical activity levels:

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

2. The rise of the sports industry has had a positive impact on the development of children's sports infrastructure:

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

3. Economic growth has led to a significant shift in society's attitudes towards the importance of physical education for young children:

Strongly Disagree  
Disagree  
Neutral  
Agree  
Strongly Agree

#### **Section F: General understanding of children's physical development**

1. Taking into account social, educational and economic factors, how optimistic are you about the future prospects of children's sports development in China?

Very pessimistic  
Pessimistic

Neutral  
Optimistic  
Very optimistic