

Promoting the Synchronous Development of Ideological and Political Literacy and Physical and Mental Health Among Higher Vocational Students Through Culture

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ABSTRACT The development of values, physical fitness, and psychological adaptation among higher vocational students takes place not only in classrooms and training laboratories but also on sports fields, in rehearsal rooms, at club meetings, and in volunteer-service settings. Cultural and sports clubs combine voluntary participation, bodily engagement, peer interaction, and sustained practice, allowing ideological and political education, physical education, aesthetic education, and mental-health support to operate within the same everyday setting. Based on the learning characteristics of higher vocational students and the operational features of student clubs, this paper examines how club participation influences rule awareness, collective responsibility, exercise habits, emotional regulation, peer support, and the transfer of occupational competence. It also identifies unclear positioning, unequal participation, insufficient guidance, fragmented resources, and result-oriented evaluation as major constraints. The paper proposes tiered activities, authentic student roles, integration with vocational programs, structured reflection, and developmental evaluation. It argues that clubs should be incorporated into the overall second-classroom system so that ordinary students, beginners, and students experiencing adjustment difficulties can participate continuously.

INDEX TERMS Cultural and Sports clubs, Higher Vocational Students, Ideological and Political Literacy, Physical and Mental Health.

I. INTRODUCTION

A. PRACTICAL BACKGROUND AND THE NEED FOR COLLABORATIVE EDUCATION

Higher vocational education must develop technical skills while also cultivating rule awareness, cooperation, resilience, and the capacity for continuous learning. Problems observed during internships and employment, such as lateness, withdrawal from difficult tasks, weak communication, and limited concern for public responsibilities, cannot be explained by academic or technical performance alone. Vocational colleges should therefore avoid separating skills training, value formation, physical exercise, and psychological development. These dimensions need to be connected through an educational mechanism embedded in students' everyday lives.

B. CULTURAL AND SPORTS CLUBS AS EVERYDAY EDUCATIONAL SETTINGS

Integrating clubs with ideological, political, and health education does not mean attaching slogans mechanically to

recreational activities. The educational value already exists in the experience itself. A disputed referee decision can prompt reflection on rules and respect; choral coordination can illustrate the relationship between individuals and groups; photographing workers can deepen understanding of the value of labor; and campus psychodrama can provide a protected way to discuss dormitory conflict and internship anxiety. Experience becomes stable understanding only when appropriate guidance and reflection are added. Many colleges have created sports festivals, club culture festivals, and aesthetic-education performances, yet some activities still emphasize quantity over accumulated learning, elite members over ordinary participants, and publicity over process. The central issue is not how to increase the number of events, but how to place clubs within students' daily-life structure and enable them to support ideological and political literacy and physical and mental health over time.

C. ANALYTICAL PERSPECTIVE AND FOCUS

From this perspective, a club should be understood as a living setting in which interaction occurs continuously rather than as a collection of isolated events. Its effectiveness should be judged not only by participation figures but also by whether students develop stable habits, supportive relationships, and responsible behavior.

II. WHY CULTURAL AND SPORTS CLUBS PROVIDE INTEGRATED EDUCATION

A. FOUNDATIONS IN HOLISTIC DEVELOPMENT AND EXPERIENTIAL LEARNING

Clubs also match the practical and experience-oriented learning preferences of many higher vocational students. Campus running programs, thematic recitation, and documentary photography about skilled workers all involve visible action and immediate feedback. Students may first form an impression through participation and then interpret the experience with guidance from teachers [1-2]. A brief review at a critical point can turn an isolated activity into a more stable understanding of rules, cooperation, and responsibility.

B. PEER SUPPORT AND THE FORMATION OF BELONGING

Relationships based on shared interests create a relatively accessible entry point for social interaction. Students can gain a meaningful role through video editing, equipment management, training support, or other practical contributions and can expand their social networks through stable teammates and senior members. A sense of belonging is closely related to retention, learning motivation, and the formation of an identity as a successful learner [3-4]. Research on vocational students has also examined the relationship between perceived social support and learning engagement, while peer mutual-aid associations have been used to develop positive psychological qualities [5-6]. Peer networks are therefore both an operational condition for club activities and an important source of psychological safety.

C. RULE-BASED RESPONSIBILITY AND TRANSFER OF OCCUPATIONAL COMPETENCE

Club constitutions, training schedules, leave procedures, financial records, and safety requirements provide everyday rule education. By reserving venues, maintaining equipment, coordinating rehearsals, and respecting authorship, students learn procedural awareness. Organizational involvement has been associated with psychosocial development and socially responsible leadership among college students [7-8]. These experiences correspond closely to the process, safety, and service requirements students will encounter at work.

Cultural and sports activities can also connect with vocational learning. Digital-media students can manage visual communication, nursing and health-care students can provide health education, tourism-management students can

coordinate reception, and early-childhood education students can design children's arts activities. Extracurricular engagement may influence graduate outcomes [9], and college experience is associated with career adaptability among higher vocational students [10]. When club tasks support vocational competence, occupational identity develops through concrete practice rather than abstract explanation. Clubs also provide a low-cost space for trial and error. Hosting mistakes, disorganized publicity, and weak event planning can be corrected through teacher and peer feedback. Their educational value therefore lies in the interaction of bodily practice, peer relationships, organizational rules, and occupational tasks. Colleges should design these elements as a developmental process with explicit objectives, feedback, and repeated improvement.

D. SYNERGISTIC FORMATION OF THE INTEGRATED EDUCATION MECHANISM

Integrated education is not a simple addition of separate objectives. Better physical condition can increase willingness to participate; peer support can reduce the risk of trying unfamiliar tasks; and authentic roles can transform external rules into personal responsibility. Stable development is more likely when these factors reinforce one another. Table 1 summarizes the major dimensions and expected outcomes of club-based student development.

TABLE 1. Dimensions of Club-Based Student Development

Dimension	Typical Activity Evidence	Expected Student Outcome
Ideological literacy	Rule compliance, collective tasks, public service	Responsibility, fairness, and civic awareness
Physical health	Regular training, fitness challenges, injury prevention	Exercise habits, stamina, and health awareness
Mental well-being	Artistic expression, peer support, reflective discussion	Emotional regulation, confidence, and resilience
Social adaptation	Teamwork, role rotation, conflict resolution	Communication, belonging, and cooperation
Occupational competence	Event planning, budgeting, media production	Execution, service awareness, and professional identity

III. WEAKNESSES IN CULTURAL AND SPORTS CLUB ACTIVITIES AT VOCATIONAL COLLEGES

A. MISALIGNED POSITIONING AND SHOWCASE-ORIENTED ACTIVITIES

The position of cultural and sports clubs remains unclear in some higher vocational colleges. Certain clubs operate intensively only during orientation, anniversary celebrations, or institutional inspections; others are treated as self-entertainment groups; and still others pursue competitions, evening shows, and publicity effects excessively. When sports clubs focus primarily on selecting strong performers, arts clubs focus on programs, and media clubs focus on online traffic, activities remain at the level of display and fail to produce sustained training, cultural understanding, or process-based reflection.

B. UNEQUAL PARTICIPATION AND INSUFFICIENT STUDENT SUPPORT

Participation opportunities are also uneven. Talented students and active leaders readily obtain opportunities for competition, presentation, and recognition, whereas students with weak physical fitness, low confidence, or psychological pressure may remain absent. Research has shown complex relationships among extracurricular participation, homesickness, depression, perceived discrimination, and academic performance [11-12]. Among higher vocational students, the relationship between life stress and depression is also shaped by living circumstances and personality temperament [13]. Clubs should therefore serve more than students who already possess advantages. They should provide low-threshold roles and sustained support for ordinary participants.

C. MINSUFFICIENT GUIDANCE RESOURCES AND OPERATIONAL CONTINUITY

Limited guidance and resources constrain activity quality. Some advisers only approve administrative forms, leaving design, training, and reflection to a small group of student leaders. Experience is then easily lost during leadership transitions. Dispersed campuses, intensive practical training, insufficient venues and equipment, and slow financial approval further weaken continuity. If a college demands visible results without recognizing advisers' workload or providing professional guidance and basic resources, stable club operation is difficult.

D. EVALUATION DIAGNOSIS AND ALIGNMENT WITH TEACHING SCHEDULES

These problems show that club development must shift from "completing activities" to "designing a developmental process." Objectives, participation, guidance, resources, and evaluation must be connected. Diagnosis should also distinguish among club types and member backgrounds. Competitive, artistic, and public-service clubs face different risks, while new members, ordinary members, and leaders have different needs. Guidance and resources should be allocated accordingly rather than through a uniform template. Colleges should also listen regularly to students who withdraw or participate infrequently because their feedback often reveals hidden barriers in entry requirements, scheduling, and club climate. Table 2 presents the main problems and their observable symptoms.

TABLE 2. Major Problems and Observable Symptoms

Problem	Observable Symptom	Primary Cause
Unclear positioning	Activities are concentrated around ceremonies and inspections	Club work is separated from the talent-training plan
Homogeneous content	Repeated contests and performances with little reflection	Activity design focuses on visible results
Participation gap	Skilled students dominate while beginners remain inactive	Entry thresholds and role options are limited
Weak guidance	Teachers approve forms but rarely guide the process	Workload recognition and professional support are insufficient
Resource shortage	Unstable venues, equipment, funding, and schedules	Resources are fragmented across departments
Result-only evaluation	Awards and attendance replace developmental evidence	Process records and student feedback are absent

IV. HOW CLUBS INFLUENCE IDEOLOGICAL AND POLITICAL LITERACY AND PHYSICAL AND MENTAL HEALTH

A. BEHAVIORAL EXPERIENCE OF VALUES AND NORMS

Clubs transform value education into behavioral experience. Following competition rules, arriving at rehearsal on time, cleaning venues voluntarily, assisting new members, and accepting task allocation correspond to fairness, responsibility, respect for labor, and collective awareness. Repeated action allows students to understand norms in practice and is more likely to produce stable behavior than memorizing concepts alone.

B. PHYSICAL ACTIVITY AND RECONSTRUCTION OF DAILY ROUTINES

Bodily participation can improve health and help rebuild daily routines. Physical activity has been associated with depression, stress, mental health, and social interaction among college students [14-16]. Regular training encourages students to coordinate study and sleep, while training partners and staged goals support persistence. Research based on self-determination theory indicates that different sources of autonomy support influence exercise adherence among higher vocational students [17]. Training should therefore reduce punitive attendance requirements and strengthen support from teachers and peers. The benefits of sport also vary with activity type, frequency, group relationships, and individual conditions [18]. Longitudinal research further suggests that activity participation and physical and mental health should be observed together over time [19]. Immediate feelings after one event should not be treated as causal evidence.

C. ARTISTIC EXPRESSION AND PEER-BASED EMOTIONAL SUPPORT

Arts activities and peer relationships provide emotional support in complementary ways. Music, drama, calligraphy, and photography can transform difficult feelings related to internship anxiety or dormitory conflict into creative work or role-based discussion. This approach protects privacy while developing concentration and perspective taking. Stable teammates, rehearsal partners, and senior students can also provide companionship and practical information, allowing students who experience adjustment difficulties to receive informal support naturally.

D. RESILIENCE TRAINING, OCCUPATIONAL TRANSFER, AND THE MECHANISM CHAIN

Failure and feedback in cultural and sports activities can develop resilience. Losing a match, struggling with a movement, having a work rejected, or making an organizational error all create pressure. When advisers help students distinguish problems of preparation, ability, communication, and resources, failure becomes a source of improvement. This review process resembles workplace revision, customer

feedback, and performance pressure. Club tasks also provide early practice in occupational competence. Proposal writing, budgeting, venue coordination, publicity, safety inspection, and emergency response require communication, planning, and execution. Works, competitions, and service activities can strengthen identification with the college and the student's program. Equipment handling, order maintenance, and volunteer service also show that public affairs require continuous labor and that contribution is not limited to visible stage performance. Value identification, physical condition, emotional support, rule awareness, and occupational competence therefore develop through sustained participation, authentic roles, and activity review rather than in isolation. Table 3 links major club processes with their mechanisms and observable student outcomes.

TABLE 3. Mechanisms Linking Club Processes to Student Outcomes

Club Process	Mediating Mechanism	Observable Outcome
Sports training	Bodily engagement and repeated practice	Self-discipline and physical endurance
Artistic creation	Symbolic expression and aesthetic experience	Emotional expression and cultural confidence
Peer collaboration	Social support and reciprocal learning	Belonging and interpersonal trust
Role assignment	Responsibility and rule internalization	Accountability and organizational competence
Competition and review	Feedback, failure analysis, and adjustment	Resilience and a growth-oriented mindset
Community service	Contact with real public needs	Civic responsibility and service awareness

V. PRACTICAL PATHWAYS FOR MAKING CLUB ACTIVITIES WORK FOR STUDENTS

A. CLARIFY OBJECTIVES AND IMPROVE TIERED PARTICIPATION

First, colleges should define educational objectives and lower participation thresholds. An annual plan should specify not only dates but also the rule awareness, aesthetic expression, exercise habits, or communication ethics that a club intends to develop. Sports and arts clubs can establish introductory, regular, and competitive or performance levels. This structure preserves high-level projects while providing entry points for beginners and students experiencing adjustment difficulties.

B. BUILD A CLOSED ACTIVITY CYCLE AND ASSIGN AUTHENTIC ROLES

Second, activities should follow a complete preparation-implementation-review cycle. A basketball league can provide rule and injury-prevention education before competition, assign refereeing, volunteer, and recording roles during competition, and review sportsmanship afterward. A concert can connect thematic discussion, stage management, and audience feedback. Digital technologies can support process records, immediate feedback, and resource integration [20], but they cannot replace face-to-face collaboration and reflection.

Third, students should assume authentic roles. Recruitment, training schedules, equipment registration, publicity, hosting, financial management, and safety reminders can be assigned to students, while teachers retain responsibility

for direction and major risks. Roles should rotate regularly so that a small group of leaders does not monopolize work and ordinary members can understand responsibility, cooperation, and procedure through specific tasks.

C. ADVANCE PROFESSIONAL INTEGRATION AND PSYCHOLOGICAL SUPPORT

Fourth, clubs should strengthen links with vocational programs and society. Nursing and health-care programs can organize exercise-health and first-aid education; digital-media programs can create visual archives; tourism-management programs can coordinate reception; and business programs can participate in budgeting. When vocational tasks enter club activities, students test their skills through authentic service and build a more concrete occupational identity.

Fifth, psychological support should be embedded naturally. Brief post-training check-ins, discussion of creative works, and campus psychodrama can provide space for expression. Mental-health professionals can train student leaders in listening, risk identification, and referral, but student leaders must not replace professional counseling or label members.

D. ESTABLISH REVIEW SYSTEMS AND DIFFERENTIATED COORDINATION

Sixth, colleges should document changes among ordinary students and establish a review system. Publicity should show more than trophies and stage photographs; it should also record how students progress from reluctance to speak or exercise toward assuming a role. After major activities, clubs should review participation coverage, safety and emotional risks, member feedback, and required improvements so that operation moves from habit-based experience to continuous improvement.

Seventh, each club should have an individualized plan while coordinating with classes. Sports clubs should emphasize tiered training and safety; arts clubs should consider themes and performance anxiety; traditional-culture clubs should strengthen cultural interpretation; and media clubs should address copyright and communication boundaries. Counselors can use class-level participation records to identify students who have little exercise or social interaction and can connect them with introductory activities. Voluntary participation should not be replaced by compulsory sign-in requirements.

E. ALIGN ACTIVITIES WITH DEVELOPMENTAL MILESTONES AND SCALE GRADUALLY

Eighth, activities should correspond to key student-development stages. Introductory weeks can establish relationships after enrollment; recreational sports and arts activities can relieve midterm pressure; teamwork and workplace-etiquette projects can support preparation for internships; and exhibitions and alumni activities can strengthen belonging before graduation. Activities are more likely to have sustained effects when their timing, roles, and themes match

students' actual needs. Table 4 summarizes design priorities for major club types.

TABLE 4. Activity Design Matrix for Major Club Types

Club Type	Entry-Level Activity	Advanced Project	Ideological and Health Focus
Sports club	Basic skills workshop	Campus league or fitness project	Rules, teamwork, exercise habits
Performing arts club	Open rehearsal	Themed concert or campus drama	Aesthetic expression, confidence, cooperation
Traditional culture club	Introductory experience	Heritage exhibition or creative adaptation	Cultural identity, patience, craftsmanship
Media club	Photography and editing practice	Campus documentary or digital archive	Media ethics, observation, professional skills
Volunteer service club	On-campus support task	Community cultural or fitness service	Public responsibility, empathy, service awareness

VI. INSTITUTIONAL, STAFFING, AND EVALUATION SUPPORT

A. ORGANIZATIONAL RESPONSIBILITIES, ADVISING TEAMS, AND RESOURCES

Resource allocation should emphasize continuity and broad access. Colleges can open venues and classrooms at staggered times, establish equipment-loan and maintenance systems, and prioritize projects with broad coverage and manageable risks. Running, chorus, calligraphy, photography, and psychodrama require relatively modest investment. With stable venues, schedules, and guidance, they can still produce meaningful educational outcomes.

B. DEVELOPMENTAL EVALUATION AND DATA PROTECTION

Evaluation should shift from counting outputs to observing change. At the organizational level, it should examine coverage, continuity, safety, and accumulated culture. At the project level, it should examine objectives, roles, and review. At the individual level, it should consider participation frequency, responsible performance, exercise habits, emotional regulation, and service contribution. Point systems, developmental portfolios, teacher observation, peer review, and representative cases can be combined without turning interest-based activities entirely into scores.

C. SAFETY MANAGEMENT AND COLLABORATIVE REVIEW

Safety management should cover training, performance, and off-campus service. Sports activities need warm-up and injury-response plans; stage activities require checks of electricity, props, and evacuation routes; and off-campus activities need clear transportation, supervision, and emergency contacts. Student participation in risk identification and planning is itself an education in rules and respect for life and health. The support system also requires an annual collaborative review. Departments can adjust programs according to participation coverage, resource use, safety incidents, and student feedback; reduce inefficient and repetitive activities; and direct venues, teachers, and funding toward sustainable projects accessible to ordinary students. Review results should be returned to advisers and student leaders, with projects identified for retention, improvement,

or termination in the following year. Table 5 presents the responsibilities of the main governance actors.

TABLE 5. Governance Responsibilities in the Club-Education System

Stakeholder	Main Responsibility	Evidence for Evaluation
School leadership	Set objectives and coordinate resources	Annual plan, resource allocation, quality report
Youth League Committee	Register clubs and supervise major projects	Club records, project review, leadership training
Secondary college	Connect clubs with professional programs	Joint projects, teacher participation, student coverage
Faculty adviser	Guide activity design, safety, and reflection	Guidance log, risk plan, student feedback
Student leader	Organize members and maintain daily operations	Attendance, task records, financial disclosure

D. EVALUATION FEEDBACK, FUNDING, AND BOUNDARIES OF EXTERNAL COOPERATION

Evaluation feedback can combine basic records, developmental observation, and representative cases. Basic records show participation frequency, roles, and service hours; teacher observation identifies changes in discipline, cooperation, expression, and responsibility; and case materials describe representative developmental processes. Student leaders can propose budgets, advisers can review them, and clubs can disclose brief expenditure statements after activities, making financial management part of discipline education. Enterprises and communities may provide tasks and resources, but cooperation must define educational purposes, student rights, safety responsibility, and ownership of outcomes so that commercial publicity does not displace educational value. Table 6 lists developmental evaluation indicators and evidence sources.

TABLE 6. Developmental Evaluation Framework

Evaluation Dimension	Core Indicator	Data Source	Review Frequency
Participation	Continuity, retention, and role diversity	Attendance and task records	Monthly
Responsibility	Rule compliance and task completion	Adviser observation and peer review	Per project
Physical health	Exercise frequency and fitness progress	Activity log and fitness assessment	Each semester
Cultural literacy	Aesthetic expression and cultural understanding	Works, performances, and reflective notes	Per project
Occupational transfer	Planning, communication, and service competence	Project portfolio and internship feedback	Annually

VII. CONCLUSION

Cultural and sports clubs in higher vocational colleges should emphasize broad access rather than operate only for talented students, competitions, and evening shows. Ordinary students, beginners, students experiencing adjustment difficulties, and students returning from internships can all gain participation opportunities and a position within the group through authentic roles such as record keeping, photography, volunteer service, and equipment management. Clubs should also respond to vocational and social needs. Sports clubs can provide community fitness services, arts clubs can support public-interest performances, and media clubs can document skilled workers. When students see the practical value of their competence through service, occupational confidence and public responsibility can increase.

For students, the value of a club is not merely an additional line on a resume but the development of sustainable capacities for exercise, aesthetic engagement, cooperation, and service. Ideological and political literacy cannot be separated from physical condition, emotional experience, and interpersonal relationships, while physical and mental health cannot be reduced to fitness tests and psychological scales. Persistent training, respect for rules, assistance to peers, and service to the group are expressions of both value development and healthy development.

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The preferred spelling of the word “acknowledgment” in American English is without an “e” after the “g.” Use the singular heading even if you have many acknowledgments. Avoid expressions such as “One of us (S.B.A.) would like to thank” Instead, write “F. A. Author thanks” In most cases, sponsor and financial support acknowledgments are placed in the unnumbered footnote on the first page, not here.

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