



International Journal of Advanced Research in Future Ready Learning and Education

<https://www.akademiabaru.com/submit/index.php/frle/index>

ISSN: 2462 - 1951



Enhancing Male Students' Soccer Skills, Motivation, and Learning Engagement through Short Video Techniques: A Study in a Jiangxi Province University

Zhang Zhipeng^{1,2*}, Fadzilah Abd Rahman¹

¹ Department of Faculty of Education and Liberal Sciences, City University, 46100 Malaysia

² ShangRao Normal University, Jiangxi Province, China

ABSTRACT

This conceptual study delves into the intricate dynamics surrounding the impact of short video techniques on male students' soccer education in Jiangxi Province, China. This research utilises a complete framework to investigate the interaction between many factors, including the independent variable of short video approaches and the dependent variables of soccer skills, learning motivation, and learning engagement. The conceptual framework visually illustrates the potential pathways through which short video techniques may influence male soccer education experiences. The paradigm considers the mediating functions of learning motivation and engagement while also considering moderating and contextual elements within the specific educational environment of Jiangxi Province. This study contributes to theoretical discourse by bridging innovative pedagogical methods with practical applications in soccer education. Insights from this study have implications for educators, policymakers, and future empirical research. By embracing the potential of short video techniques, educators can enhance soccer skills while nurturing intrinsic motivation and engagement. The significance of this study lies in its ability to guide educational practices and stimulate empirical investigations to validate hypothesised relationships. As male students navigate the realm of soccer education, this paper offers a valuable compass that enriches their learning journey in Jiangxi Province and beyond.

Keywords:

Short video techniques; sunk education;
learning motivation; learning
engagement; conceptual framework

Received: 24 Sept 2023

Revised: 20 Dec 2023

Accepted: 18 April 2024

Published: 8 May 2024

1. Introduction

The realm of sports education has evolved significantly over the past decade, with the advent of technology that plays a pivotal role in transforming teaching methodologies [19]. As a universally acclaimed sport, soccer offers physical engagement and opportunities for skill development,

* Corresponding author.

E-mail address: kokloangooi94@hotmail.com

teamwork, and personal growth. However, traditional teaching methods in soccer education might benefit from integrating modern pedagogical approaches such as short video techniques. This study delves into the impact of short video techniques in soccer teaching and their relationship with male students' skills, motivation, and learning engagement within a university setting in Jiangxi Province, China.

Educational psychology underscores the importance of motivation and engagement in learning processes. Engaged learners are more likely to retain information, develop skills, and achieve favourable outcomes [24]. In this context, the integration of innovative teaching techniques is significant. Short videos, with their dynamic and visually appealing nature, have the potential to capture student attention and foster active participation. By leveraging the strengths of short videos, educators aim to enhance students' learning engagement and create a conducive environment for skill acquisition and overall growth.

Motivation in sports education shapes learners' attitudes and efforts toward skill development. Intrinsic motivation, driven by personal interest and enjoyment, is associated with better skill acquisition and sustained engagement in learning [5]. Exploring how short video techniques influence intrinsic motivation among male students in soccer teaching has become a compelling research topic. Educators and researchers can uncover strategies to enhance student investment in learning by examining the motivational dynamics facilitated by short videos.

Learning engagement encompasses active involvement, attention and cognitive investment in educational activities [21]. Short video techniques, through their dynamic visuals and interactive elements, have the potential to foster learning engagement in sports. Short videos can bridge the theoretical knowledge and practical application gap by providing real-life scenarios and visually appealing demonstrations. This study investigates how incorporating short videos in soccer teaching impacts students' learning engagement and improves their overall skill development.

Contemporary university student cohorts are often labelled digital natives because of their familiarity and comfort with digital technologies. As this generation has grown in a multimedia-rich environment, their learning preferences often align with interactive and visual learning materials [18]. Short videos cater to these preferences by offering concise, engaging content that resonates with the digital-native mindset. Investigating the effectiveness of short video techniques within the context of soccer education and their influence on skill development and learning engagement is pivotal for educators aiming to optimise instructional strategies.

Despite the growing popularity of short videos in education, there is a discernible gap in the literature regarding their specific impact on soccer teaching and male students' skills, motivation, and learning engagement, particularly in Jiangxi Province, China [11]. This study seeks to bridge this gap by elucidating the intricate relationships between short video techniques, motivation, employment, and skill development. The findings of this study have practical implications for soccer instructors, educators, and curriculum designers. If short video techniques positively influenced skill acquisition, motivation, and learning engagement, their integration into educational programs could enhance the overall soccer learning experience, leading to more effective and engaging pedagogical practices.

The study's focus on integrating short video techniques into soccer teaching and its correlation with male students' skills, motivation, and learning engagement resonates with the evolving landscape of sports education and modern learning preferences. By exploring the intersections of technology, motivational psychology, and sports instruction, this research provides valuable insights for educators, researchers, and stakeholders in Jiangxi Province's educational context and beyond.

2. Literature Review

2.1 Social Cognitive Theory

The Social Cognitive Theory (SCT), formulated by Albert Bandura, offers a comprehensive lens to examine the intricate dynamics of human learning and behaviour [20]. As our research explores the effects of short video techniques on male students' skills, motivation, and learning engagement in soccer education, SCT has emerged as a robust framework for analysing the interplay between cognitive processes, behaviours, and environmental factors.

At the core of SCT is fundamental concepts illuminating learning and behaviour. SCT emphasises observational learning, underscoring that individuals acquire knowledge and skills by observing others. Short video techniques perfectly align with this concept by presenting visual demonstrations of soccer skills. These videos offer tangible models for male students to follow and emulate, facilitating a learning process rooted in observation and imitation. Another pivotal concept within SCT is self-efficacy, which refers to an individual's belief in their capacity to perform specific tasks [12]. The influence of short video techniques on self-efficacy was noteworthy. As male students witness proficient soccer skill execution in videos, their self-efficacy is heightened. Visual evidence of successful strategies fosters a sense of confidence that they can also attain mastery.

Reciprocal determinism, a cornerstone of SCT, underscores the dynamic interaction between personal factors, behaviour, and the environment. Short video techniques offer an avenue through which male students can shape their learning environment actively. These videos can increase interest, immersion, and interaction within soccer education [13]. Outcome expectations, the anticipated outcomes of behaviours, also feature prominently in SCT. Short video techniques have the potential to influence these expectations by presenting positive results, such as skilful soccer execution. As male students anticipate satisfaction with mastering techniques demonstrated in videos, their motivation to engage in learning can be heightened.

Social Cognitive Theory offers profound insights into how short video techniques can impact male students' skills, motivation, and learning engagement in soccer education [27]. It provides an immersive platform for male students to observe soccer skills. Honouring precise techniques skilled players demonstrate through videos equips learners with explicit mental representations of these skills, laying a solid foundation for subsequent skill acquisition and mastery. The influence of short videos extends to the enhancement of self-efficacy. By showcasing successful skill execution, these videos contributed to heightened self-efficacy levels among male students. Witnessing relatable individuals performing soccer fosters the belief that similar success is attainable, motivating students to invest tremendous effort and persistence in refining their skills.

Within SCT, modelling refers to the process of observing and imitating the behaviours displayed by others. Well-crafted short videos can be positive models, inspiring male students to engage ardently in soccer. These videos portray proficient skill execution, which, when observed, cultivates the desire to emulate those skills. Positive outcome expectations depicted in short videos can be powerful motivators for male students. As these videos illustrate the successful performance of soccer techniques, learners anticipate the satisfaction of replicating these skills. These optimistic expectations serve as driving forces that propel students to participate actively and engage in the learning process.

Social Cognitive Theory offers a robust theoretical framework for understanding the intricate dynamics between short video techniques and male students' skill acquisition, motivation, and learning engagement in soccer education [2]. By embracing observational learning, self-efficacy, modelling, and outcome expectations, this research delves deeper into the mechanisms underlying how short video techniques can facilitate compelling learning experiences, ignite motivation, and

elevate learning engagement among male students within the university environment of Jiangxi Province.

2.2 China Short Video

The rise of short video platforms has ushered in a transformative digital communication and content consumption era. As a global technology powerhouse, China has experienced an unprecedented boom in the popularity of short video platforms such as Douyin and Kuaishou. These platforms have revolutionised entertainment and social interaction and seeped into education. This literature review delves deeper into the multifaceted landscape of short videos in China, exploring their potential implications for enriching soccer teaching, motivation, and learning engagement among male students in a university context in Jiangxi Province.

China's rapid technological advancements and widespread smartphone penetration have created fertile grounds for the explosive growth of short video platforms [8]. Douyin, its domestic counterpart to TikTok and Kuaishou, has attracted massive user bases by offering a unique blend of captivating, concise, and visually appealing content. These platforms have transcended entertainment and carved a niche in various domains, including education. The ability of short videos to succinctly convey information while engaging viewers has ignited curiosity regarding their potential applications within the educational landscape.

The allure of short videos has not been lost to educators in China. Recognising the preferences of digital-native learners, educators have begun to harness the power of short videos to convey complex concepts in a visually engaging manner. Across disciplines, short videos are used to simplify intricate ideas, elucidate abstract theories, and facilitate interactive learning experiences. This transition towards multimedia-rich educational content extends to sports education, where soccer instruction can be enhanced through visually immersive demonstrations of techniques, strategies, and real-game scenarios.

Beyond visual appeal, short videos offer an intrinsic motivational aspect aligned with the cognitive psychology of learning. In the context of soccer education, short videos can tap into students' passion for sports by showcasing remarkable goals, skilful manoeuvres, and insightful analysis. This visual inspiration can kindle the self-driven desire for skill improvement and mastery. Moreover, the interactive nature of short video platforms fosters engagement through comments, likes, and sharing, creating a sense of participation and a community that can be harnessed to drive motivation.

Research on multimedia learning supports the notion that short videos can enhance understanding, retention, and application of knowledge. Short videos offer a unique advantage when applied to sports education by providing step-by-step breakdowns of soccer techniques [3]. This facilitates meticulous study and replication of movements, thereby promoting precision in skill acquisition. Furthermore, the replayability of short videos allows learners to revisit the content at their own pace, fostering self-directed learning and iterative skill refinement. In this way, short videos bridge the theoretical-practical gap, offering a more holistic and immersive learning experience.

Although the promises of short video integration in education are promising, challenges persist. Ensuring the accuracy and authenticity of instructional content remains a concern, particularly given the ease of creating and disseminating videos, addressing diverse learning styles, and catering to individual needs within a one-size-fits-all video format present pedagogical challenges. Striking a balance between entertainment and education while maintaining the integrity of the educational objectives also warrants careful consideration.

China's short video revolution has spurred innovation in diverse fields, including education. In soccer teaching, the integration of short video techniques has immense potential. The visually

dynamic nature of short videos resonates with the preferences of digitally immersed learners, thus enabling immersive learning experiences. As the educational landscape has evolved to embrace digital technology, leveraging short videos in soccer instruction has the potential to cultivate motivation, deepen engagement, and refine skill acquisition. As researchers, educators, and students in Jiangxi Province and beyond navigate the intricate realm of short video education, they are poised to unlock new horizons for effective and engaging pedagogical practices.

2.3 Short Video Techniques, Motivation and Learning Engagement

Technology integration in education has led to innovative pedagogical methods, with short video techniques emerging as powerful tools to enhance motivation and learning engagement [7]. This literature review delves deeper into the complex relationship between short video techniques, motivation, and learning engagement. It focuses on their potential applications in elevating soccer education among male students in a university environment in Jiangxi Province.

Short video techniques encompass creating and disseminating concise, visually engaging videos that convey information, concepts, and narratives. In recent years, platforms such as TikTok and YouTube Shorts have catapulted short videos into the spotlight, revolutionising content consumption patterns. Within education, short video techniques offer a way to break down complex subjects, leverage visual aids for enhanced understanding, and cater to the preferences of digitally native learners who gravitate towards shorter, dynamic content formats. Motivation lies at the heart of a successful learning experience. Intrinsic motivation, driven by personal interest and a sense of accomplishment, is particularly influential. Short video techniques have the potential to fuel inherent motivation through visually stimulating and easily digestible content. Learners are naturally drawn to content that resonates with their passions, and short videos, with their captivating visuals, can ignite curiosity and nurture a desire for deeper exploration and understanding of the subject matter.

Learning engagement involves learners' cognitive, emotional, and behavioural investments in educational activities. Active engagement is crucial for a deep understanding and skill development [14]. Short video techniques can foster active engagement by presenting information in formats that require learners to process, analyse, and reflect. Integrating interactive elements such as quizzes or challenges within short videos invites learners to participate actively, transforming passive viewers into engaged learners. Short video techniques and motivation share reciprocal relationships. The captivating nature of short videos can initiate a spark of interest, which can evolve into sustained intrinsic motivation when nurtured. Short videos can tap into learners' emotional connections by weaving storytelling, real-world examples, and relatable scenarios, creating a sense of relevance and personal investment. As learners find themselves motivated to explore more, short videos catalyse their self-directed learning journeys.

Visual content has a profound effect on learning engagement. Learners are more likely to comprehend and retain information when concepts are presented visually. This cognitive engagement stems from the active processing and linking of new information to existing knowledge. Through their dynamic visual content, short videos inherently promote cognitive engagement, making learners active participants in the learning process. Furthermore, interactive short videos that prompt reflection or critical thinking deepen engagement by encouraging learners to apply what they learned [4]. Although the benefits of short video techniques in motivating learners and enhancing engagement are evident, challenges remain. Ensuring the accuracy and authenticity of short videos is essential for maintaining educational credibility. Balancing short videos with diverse learning preferences and pedagogical objectives requires thoughtful adaptations. The evolving educational landscape

necessitates ongoing research to identify the best practices for optimising the impact of short video techniques on motivation and learning engagement.

Short video techniques have a significant potential to reshape education by capitalising on their visual allure and interactive nature. The synergy among short videos, motivation, and learning engagement can redefine traditional teaching methods into dynamic and participatory learning experiences. As educators, researchers, and learners in Jiangxi Province and beyond embrace the potential of short video techniques, they have become pioneers of an educational transformation that bridges pedagogical innovation with the digital era, ultimately fostering heightened motivation and deep learning engagement across diverse educational contexts.

3. Methodology

3.1 Research Scope

The research scope of this study encompasses a comprehensive exploration of the effects of short video techniques on male students' soccer skills, motivation, and learning engagement in the educational landscape of Jiangxi Province, China [10]. This study sought to analyse the interplay between modern pedagogical approaches, intrinsic motivation, and active participation in soccer learning, aiming to shed light on how these factors contribute to skill development and engagement among male students.

The scope includes a nuanced examination of the multifaceted population impacted by soccer-related initiatives, including primary and secondary school students, aspiring coaches and referees, participants in soccer tournaments, and individuals enrolled in specialised soccer schools. This study aims to capture the diversity of experiences, motivations, and learning dynamics within these distinct segments, reflecting the complexity of the educational environment and broader soccer ecosystem in Jiangxi Province.

This study delves into the mechanisms through which short video techniques facilitate observational learning and enhance self-efficacy among male students. It seeks to understand how these techniques, often presented as visually captivating models, inspire and motivate students to engage actively in soccer learning activities. The scope encompasses analysing how positive outcome expectations are influenced by the visual representation of successful skill execution in short videos, driving motivation and participation. Additionally, this study extends its focus to examine the potential impact of short video techniques on the quality of soccer education. By evaluating how these techniques influence male students' acquisition of soccer skills, the scope encompasses a deeper exploration of whether engagement fostered by short videos translates into improved performance and skill mastery.

The geographical context of Jiangxi Province offers a specific backdrop for this research, providing insights into how regional initiatives, such as the construction of soccer fields, the establishment of soccer schools, and the organisation of tournaments, intersect with male students' experiences and engagement. This study analyses the extent to which these initiatives align with the motivations and aspirations of the male student population.

3.2 Population

The scope of this study encompasses a broad and diverse population within the province of Jiangxi, China, whose lives are directly influenced by strategic soccer-related initiatives and developments introduced by various governmental and sports organisations. This intricate population can be

categorised into distinct groups, each representing a unique segment affected by concerted efforts to promote soccer education, participation, and development.

One of the prominent segments within this population consists of primary and secondary school students across the provinces [26]. The announcement by the Jiangxi Provincial Government in 2018 to construct 100 soccer fields within these educational institutions signifies the importance of fostering soccer engagement at an early age. This diverse group includes children and adolescents from various periods, schools, and backgrounds. Their interaction with the enhanced soccer infrastructure positions them as potential beneficiaries and active participants in this study's exploration of the impact of soccer initiatives on their skills, motivation, and learning engagement.

An equally significant demographic within this population is individuals aspiring to become soccer coaches and referees [17]. The ambitious goal of training 100,000 soccer coaches and referees illustrates the province's commitment to nurturing a skilled workforce to drive soccer's development. This group comprises individuals of various age groups, from seasoned professionals seeking further development to newcomers interested in contributing to the soccer ecosystem. Their participation in training programs showcases their dedication to honing their expertise, making them critical subjects in understanding the efficacy of soccer-related educational initiatives.

This focus also extends to the vibrant world of primary school soccer engagement. The 2021 soccer tournament organised for primary school students garnered the participation of over 10,000 young athletes. This subset constitutes a segment of the province's primary school population, representing a cross-section of aspiring soccer players eager to showcase their skills and passion. Their involvement is a microcosm of the broader impact of soccer initiatives on the younger generation's engagement with sports.

Establishing dedicated soccer schools by the Jiangxi Provincial Sports Bureau introduced another layer to the study population. These specialised institutions offer tailored training and education to students of various age groups. These schools' populations include children, adolescents, and adults seeking comprehensive soccer education and skill enhancement. Their enrollment in these institutions signifies a deliberate commitment to soccer development, making them a critical group in exploring soccer-related educational strategies. Additionally, the scope of this study expands to encompass a more comprehensive community interested in soccer. This inclusive demographic includes parents, spectators, fans, and individuals who engage in or support soccer-related activities. Their engagement with soccer culture adds depth to the overall ecosystem, thereby highlighting the broader societal impact of soccer initiatives.

3.3 Sampling

Following the guidance provided by Krieger and Morgan, your research plan involves a stratified random sampling method to select a sample size of 370 from a population of 100,000 individuals within Jiangxi Province. This method, renowned for its ability to capture diverse perspectives while maintaining feasibility, is particularly well-suited to the study's objective of understanding the effects of soccer initiatives on male students' skills, motivation, and learning engagement.

Using a stratified approach, we categorised the population into distinct subgroups or strata based on the relevant characteristics [23]. These characteristics could encompass age groups, school levels (primary and secondary), geographic locations, and other factors that might influence the research outcomes. Each stratum was assigned a proportionate representation based on its prevalence within the population.

Following this, determining sample sizes for each stratum involved a proportional allocation of the desired total sample size of 370. For instance, if the stratum of primary school students constitutes

30% of the entire population, the corresponding sample size for this stratum is calculated as $0.3 * 370 = 111$. This allocation ensures that the sample captures the richness of perspectives within each stratum, leading to a comprehensive understanding of the diverse impacts of soccer initiatives.

Furthermore, individuals within each stratum were selected using a random selection process [6]. This method ensures that each individual within a stratum has an equal chance of being included in a sample. By implementing this unbiased approach, we aimed to avoid potential selection biases and enhance the reliability and validity of the findings.

Regarding choosing a sample size of 370, Krieger and Morgan's recommendation considered the balance between obtaining statistically significant results and managing the practical constraints of conducting research. While the sample size aligns with their guidance, it is worth noting that the appropriateness of this size depends on factors such as the complexity of the research questions, diversity within the population, and the desired level of precision in your findings. If your research involves statistical analyses, you may consult a statistician to ensure the sample size is robust for the planned comments.

3.4 Unit of Analysis

At its core, this study focused on individual male students as a fundamental unit of analysis. These students served as the central subjects through which the influence of short video techniques on their soccer-related experiences was observed and examined. This study investigated how these techniques shape their participation and developmental trajectories within soccer education by scrutinising their behaviours, responses, and attitudes.

Expanding the analytical scope, educational institutions such as primary and secondary schools form another significant unit of analysis [22]. These institutions function as vital ecosystems where short video techniques are embedded in soccer education. By examining these schools' implementation, policies, and practices, this study provides insights into the broader organisational adoption of these techniques and their resultant impact on male students' learning environments.

Furthermore, soccer coaches, referees, and recipients of training in soccer initiatives constitute a critical unit of analysis. Their engagement with male students is a crucial link in the chain of influence on their skill development and motivation. This study reveals how short video techniques are propagated and integrated within soccer education by delving into their perspectives, strategies, and interactions.

The soccer tournaments organised for primary school students offer another distinct unit of analysis. These events provide a tangible platform for exploring how integrating short video techniques affects male students' participation, performance, and motivation. This study thoroughly examines tournament dynamics and enriches our understanding of how these techniques manifest in competitive scenarios.

4. Hypotheses Development and Framework

4.1 Hypotheses

H1: There is a significant impact of short video techniques on male students' soccer skills in Jiangxi Province, China.

The primary objective of the first hypothesis was to investigate the possible influence of short video approaches on the football proficiency of male students residing in Jiangxi Province, China. This hypothesis suggests that exposure to short videos can influence male students' acquisition and refinement of soccer skills. It posits that visual demonstrations and practical insights provided through

short videos may enhance students' ability to observe, learn, and replicate effective soccer techniques. By examining the differences in skill levels between those exposed to short video techniques and those who were not, this research sought to determine if these videos contributed significantly to the improvement of soccer skills.

H2: Short video techniques significantly impact male students' learning motivation in soccer education in Jiangxi Province, China.

The second hypothesis delves into the potential effect of short video techniques on male students' learning motivation in the context of soccer education in Jiangxi Province. This hypothesis suggests that exposure to short videos may increase male students' motivation to engage actively in soccer learning activities. These videos' visual and interactive nature may spark curiosity, inspiration, and a sense of relevance among students, enhancing their intrinsic motivation to participate in soccer-related learning.

H3: Short video techniques significantly impact male students' learning engagement in soccer education in Jiangxi Province, China.

The third hypothesis focused on the influence of short video techniques on male students' learning engagement in soccer education in Jiangxi Province [9]. This hypothesis suggests that exposure to short videos increases male students' attention. Engaging in visual content and the potential for interactive learning experiences may encourage students to immerse themselves in soccer education more deeply. This hypothesis implies that short video techniques may facilitate a dynamic and participatory learning environment, motivating male students to invest more effort and enthusiasm in their soccer learning journey.

H4: There is an interaction effect between short video techniques, learning motivation, and learning engagement on male students' soccer skills in Jiangxi Province, China.

The fourth hypothesis introduced an additional layer of complexity by exploring the interaction effect between short video techniques, learning motivation, and learning engagement on male students' soccer skills in Jiangxi Province. This hypothesis posits that the combined influence of exposure to short videos, enhanced learning motivation, and increased learning engagement could lead to amplified improvement in soccer skills among male students. By examining the potential synergistic effects of these factors, this study seeks to uncover whether the relationship between short video techniques and soccer skills is influenced by the levels of motivation and engagement experienced by students.

4.2 Conceptual Framework

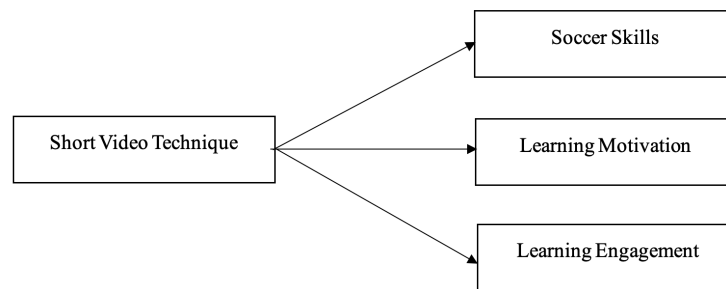


Fig. 1. Source: Author's work

This study's conceptual framework involves an intricate web of relationships between the Short Video Technique's independent variable (IV) and dependent variables (DVs), encompassing Soccer Skills, Learning Motivation, and Learning Engagement [15]. Embedded within the unique educational landscape of Jiangxi Province, China, this framework provides a structured visual representation of the interplay between these variables.

Central to this framework is the IV of the Short Video Technique [16]. This variable embodies the strategic integration of dynamic visual methods presented through short videos to convey soccer-related knowledge, techniques, and strategies. These videos were designed to capture learners' attention, offering a contemporary approach to educational content delivery: the three DVs surround IV, each shedding light on distinct aspects of the educational process. First, Soccer Skills represent practical abilities that encompass technical prowess, tactical understanding, and physical competencies relevant to soccer. These skills are tangible outcomes that the Short Video Technique aims to enhance among male students within the province.

Learning motivation emerges as the second DV, capturing the intrinsic drive, enthusiasm, and interest that male students experience as they engage in the Short Video Technique [25]. This variable recognises the motivational aspect of education and its potential role in influencing students' receptivity to educational content provided through videos. Learning engagement, the third DV, mirrors male students' active involvement, commitment, and dedication while participating in the soccer learning process facilitated by the Short Video Technique. This variable signifies the depth of connection and the investment students establish in the learning material.

Embedded within the conceptual framework are contextual elements specific to Jiangxi Province, China. The province's unique educational environment, encompassing resource availability and access to soccer facilities, can influence how the Short Video Technique interacts with DVs. Additionally, cultural aspects, including the prominence of soccer and traditional teaching methods, could impact the effectiveness and resonance of short video techniques in this regional context.

5. Conclusion

In conclusion, this conceptual study has illuminated a comprehensive perspective on short video techniques' effects on male students' soccer education in Jiangxi Province, China. By strategically examining the interplay between critical variables, including short video techniques, soccer skills, learning motivation, and learning engagement, this study provides a structured foundation for understanding the dynamics of soccer education within a rapidly evolving pedagogical landscape.

The conceptual framework underpinning this study encapsulates the intricate relationships among these variables [1]. It visually represents the paths through which short video techniques might influence male students' soccer skills, learning motivation, and learning engagement. This framework serves not only as a roadmap for potential research directions but also as a valuable tool for educators, policymakers, and researchers seeking to comprehend the complex interactions that shape the educational experiences of male students within the province.

The significance of this study extends beyond theoretical exploration. As evidenced by the implications, these findings can potentially inform practical applications in educational settings and policy decisions. Educators can tailor their approaches to enhance soccer skills and students' intrinsic motivation and engagement levels by recognising the potential of innovative pedagogical methods, such as short video techniques. Policymakers should consider these insights when formulating strategies to foster a more engaging and effective learning environment for male students passionate about soccer.

Moreover, this conceptual paper is a stepping stone for further empirical investigation. While the framework has provided a preliminary understanding of these relationships, future research endeavours can delve into empirical studies that validate the hypotheses and explore the nuances of male students' responses to short video techniques in various educational contexts. These endeavours could contribute empirical evidence to strengthen the foundation of this conceptual exploration.

References

- [1] Behl, Abhishek, Pankaj Dutta, Stefan Lessmann, Yogesh K. Dwivedi, and Samarjit Kar. "A conceptual framework for the adoption of big data analytics by e-commerce startups: a case-based approach." *Information systems and e-business management* 17 (2019): 285-318.
- [2] Button, Chris, Ludovic Seifert, Jia Yi Chow, Keith Davids, and Duarte Araujo. *Dynamics of skill acquisition: An ecological dynamics approach*. Human Kinetics Publishers, 2020.
- [3] Fetisova, Yulia. "Applying the Expert-Novice Paradigm in Tennis Coaching: Improving Coaches' Knowledge, Diagnostic Skills and Understanding of the Tennis Serve Technique." PhD diss., Victoria University, 2021.
- [4] Hsu, Fu-Hui, I-Hsiu Lin, Hui-Chin Yeh, and Nian-Shing Chen. "Effect of Socratic Reflection Prompts via video-based learning system on elementary school students' critical thinking skills." *Computers & Education* 183 (2022): 104497.
- [5] Idris, Rashidin, Priyalatha Govindasamy, S. Nachiappan, and J. Bacotang. "Exploring the impact of cognitive factors on learning, motivation, and career in Malaysia's STEM education." *International Journal of Academic Research in Business and Social Sciences* 13, no. 6 (2023): 1669-1684.
- [6] Iliyasu, Rufai, and Ilker Etikan. "Comparison of quota sampling and stratified random sampling." *Biom. Biostat. Int. J. Rev* 10, no. 1 (2021): 24-27.
- [7] Kukulska-Hulme, Agnes, Carina Bossu, Koula Charitonos, Tim Coughlan, Rebecca Ferguson, Elizabeth FitzGerald, Mark Gaved et al. "Innovating pedagogy 2022: exploring new forms of teaching, learning and assessment, to guide educators and policy makers." (2022).
- [8] Li, Angela Ke. "Papi Jiang and microcelebrity in China: A multilevel analysis." *International Journal of Communication* 13 (2019): 19.
- [9] Li, Yilin. *Effects of Situated Game Teaching through Set Plays on College Students' Tactical Knowledge, Skill Performance, Game Play, and Situational Interest in Physical Education*. The Ohio State University, 2021.
- [10] Li, Yang. "Inheritance and development of traditional culture: a new path for design education reform in China." (2022).
- [11] Liu, Yueming. *Exploring Chinese instructors' perceptions and practices of integrating culture into tertiary-level English education: A case study*. The University of Regina (Canada), 2022.
- [12] Loang, Ooi Kok. "INFORMATION EFFICIENCY IN THE US AND SHARIAH-COMPLIANT STOCKS IN MALAYSIA DURING COVID-19." *Journal of Islamic Monetary Economics and Finance* 9, no. 3 (2023): 465-490.
- [13] Loang, Ooi Kok. "The Road to Sustainable Investing: Corporate Governance, Sustainable Development Goals, and the Financial Market." *Institutions and Economies* (2023): 33-57.
- [14] Mlambo, Mandlenkosi, Charlotte Silén, and Cormac McGrath. "Lifelong learning and nurses' continuing professional development, a metasynthesis of the literature." *BMC nursing* 20 (2021): 1-13.

- [15] Molenda, Michael H., and Deepak Prem Subramony. *The elements of instruction: A framework for the age of emerging technologies*. Routledge, 2020.
- [16] Pang, Bo, Yizhuo Li, Yifan Zhang, Muchen Li, and Cewu Lu. "Tubetk: Adopting tubes to track multi-object in a one-step training model." In *Proceedings of the IEEE/CVF conference on computer vision and pattern recognition*, pp. 6308-6318. 2020.
- [17] Parris, Patrice, Jamie Workman, James Archibald, and Eugene Asola. "Exploring the Experiences of Male Intercollegiate Soccer Coaches who are People of Color." *Multicultural Learning and Teaching* 19, no. 1 (2024): 65-89.
- [18] Pramesworo, Ignatius Septo, Darmawanta Sembiring, Mohamad Sarip, Enos Lolang, and Irwan Fathurrochman. "Identification of New Approaches to Information Technology-Based Teaching for Successful Teaching of Millennial Generation Entering 21st Century Education." *Jurnal Iqra': Kajian Ilmu Pendidikan* 8, no. 1 (2023): 350-370.
- [19] Ratten, Vanessa, and Paul Jones. "Covid-19 and entrepreneurship education: Implications for advancing research and practice." *The International Journal of Management Education* 19, no. 1 (2021): 100432.
- [20] Recker, Melissa L. "Social and Emotional Learning Defined Through Exploration of Albert Bandura's Social Cognitive Theory and Abraham Maslow's Hierarchy of Needs: A Document Analysis of Ohio's K-12 Social and Emotional Learning Standards and Theory Alignment." PhD diss., University of Findlay, 2023.
- [21] Sang, Yuan, and Phil Hiver. "Engagement and companion constructs in language learning: Conceptualizing learners' involvement in the L2 classroom." *Student engagement in the language classroom* (2021): 17-37.
- [22] Siddiki, Saba, Tanya Heikkila, Christopher M. Weible, Raul Pacheco-Vega, David Carter, Cali Curley, Aaron Deslatte, and Abby Bennett. "Institutional analysis with the institutional grammar." *Policy Studies Journal* 50, no. 2 (2022): 315-339.
- [23] Tian, Haodong, Amy M. Mason, Cunhao Liu, and Stephen Burgess. "Relaxing parametric assumptions for non-linear Mendelian randomization using a doubly ranked stratification method." *PLoS genetics* 19, no. 6 (2023): e1010823.
- [24] Tzenios, Nikolaos. "Clustering Students for Personalized Health Education Based on Learning Styles." *Sage Science Review of Educational Technology* 3, no. 1 (2020): 22-36.
- [25] Wen, Xiaohong, and Meiyu Piao. "Motivational profiles and learning experience across Chinese language proficiency levels." *System* 90 (2020): 102216.
- [26] Yan, Lixiang, Alexander Whitelock-Wainwright, Quanlong Guan, Gangxin Wen, Dragan Gašević, and Guanliang Chen. "Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study." *British journal of educational technology* 52, no. 5 (2021): 2038-2057.
- [27] Ybarra, Angelica Montoya. "Teachers' Perspectives on Multimodal Texts in Middle School Reading Language Arts Classrooms in the Rio Grande Valley." PhD diss., The University of Texas Rio Grande Valley, 2023.