

Psychological Dimensions of Repositioning Education for Sports, Fitness and Performance Careers in the Digital Age

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Article History	Abstract
Original Research Article	<i>This research focuses on the psychological aspects of repositioning education in the digital age of sports, fitness, and sports careers. The main aim will be to understand the impact of digital transformation on psychological variables like motivation, self-efficacy, digital literacy, engagement, and career adaptability in the context of sports and fitness education systems. The research design is qualitative secondary, and the author will use peer-reviewed journal articles, systematic reviews, and institutional reports published in the previous three years, 2020-25. Thematic synthesis was utilized to analyze data to determine common patterns of psychology among the available empirical studies. The results of the literature review show that digital technology influences the experiences of sports education dramatically. About 60-75 per cent of learners are more engaged in sports content using digital technologies, and 50-65 per cent are less physically engaged as the number of screen-based consumption shifts (Zhong et al., 2025). Psychologically, 65-80 percent of those who are more digitally literate report increased confidence and mental strength in sports-related activities (Özsari et al., 2025). Moreover, approximately 55-70 percent of students report that digital media increases their preliminary interest in sports, yet not all 58% translate this interest into tangible action (Zhong, Guo, and Xue, 2025). The researchers also reveal that about 60-70 percent of teachers demonstrate the readiness to implement digital technology in physical education, and 30-45 percent report the occurrence of psychological barriers (such as anxiety and resistance to change) (Saiz-Gonza et al., 2025). Moreover, in the dynamic digital sports sector, roughly 40-55 percent of professionals in sports complain of heightened psychological strain because of the unremitting technological upskilling exertions (Wan et al., 2025). The results also show that digital disparity impacts about 35 to 60 percent of the population of under-serviced areas and that this decreases their mental readiness and trust in the environments of sports education (Popoola et al., 2025). In general, the research finds that digital transformation of sports education is a chance and a mental challenge. It increases motivation, access, and innovation and, at the same time, initiates problems like cognitive overloading, reduced intrinsic motivation, and psychological pressure. Repositioning of sports, fitness, and performance careers needs to be well balanced in terms of digital tools and high psychological support structures.</i> Keywords: Digital transformation, sports education, psychological dimensions, self-efficacy, digital literacy, motivation, fitness careers, performance psychology, sports participation.
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Introduction

The significant digitalization of sports, fitness and performance education has reshaped the knowledge delivery, access and application in a significant way. Conventional pedagogical practice is also being re-

packaged to support digital ecosystems that incorporate data analytics, wearable devices, and online education tools. This is a structural as well as a psychological change, and learners and teachers are forced to conform to new

cognitive requirements, attention patterns, and motivation models in digitally mediated contexts (Zhong, Yang, Guo, and Wang, 2025). Among the most important psychological aspects that arise in this turn is the digital engagement and sports consumption behavior. The digital space has changed the way students consume sports content, their motivation, emotional commitment, and their rates of participation. It has been revealed that digital technology has the potential to improve the process of sports consumption, but at the same time, it can lead to addiction to mediated experiences and not to physical activity (Zhong *et al.*, 2025). Simultaneously, digital literacy has been an urgent psychological and educational skill in sports and fitness professions. Digitally literate people exhibit a greater psychological resilience, flexibility, and cognitive ability in undertaking performance related duties.

This implies that the psychological readiness in contemporary sports education is more and more connected with technological competence than physical prowess (Özsari *et al.*, 2025). Sports participation behavior in students is also influenced by the integration of digital media. Sports cognition and self-efficacy mediate the digital exposure-real physical engagement relationship through psychological processes. Digital tools have the ability to elicit curiosity, but they also may give rise to passive consumption strategies unless they are well-designed into learning environments (Zhong, Guo, and Xue, 2025). Educationally, physical education instructors would be important in transforming the learning experiences in the digital world. But psychological factors like perceived complexity, self-confidence in technological capabilities, and being change-averse impact their eagerness to embrace digital technologies. These issues directly influence the effectiveness of the implementation of digital transformation in the environment of sports education (Saiz-Gonzalez *et al.*, 2025). Digital tools have been found to empower teachers to resort to innovative teaching to improve physical education. The teacher creativity and involvement in teaching are also heightened when teachers view the use of technology as aiding and not a threat to their teaching. This underscores the roles of psychological preparedness and positive mindset towards digital integration (Zhao, Chen, Yang, and Su, 2025).

The systematic review of digital-intelligent technologies in physical education also highlights the psychological change to making decisions that are based on data. Teachers and students are becoming obliged to process performance scores, and it entails cognitive loads associated with concentration, decoding, and emotional control in a competitive and educational environment (Zhong *et al.*, 2025). Nevertheless, the digital technologies are also a source of issues such as dropout from youth sports.

Psychological disengagement may be present when real-world engagement is substituted with digital engagement or when the learner experiences being overwhelmed by the expectations imposed by technology. It implies that emotional involvement and pleasure are crucial to continuing involvement in sports and fitness pathways in the long term (Pisaniello *et al.*, 2025). On a wider industry level, sports service digital transformation has re-established career opportunities in fitness and performance industries. Employees are now perceived to be integrated with both psychological, like flexibility and stamina, and technical solutions of digital platforms, analytics, and online systems of training. This intersection is transforming the employability in sports careers (Wan *et al.*, 2025).

Lastly, digital divide is a major psychological and structural eventuality in sport education, especially in developing areas. Disparate use of digital tools also brings inequalities of confidence, motivation, perceived competence among learners and educators. Such discrepancies have a direct effect on psychological preparedness to contemporary sports and fuel fitness professions within the digital era (Popoola *et al.*, 2025).

Aim of the Study

This study aims to examine the psychological dimensions involved in the repositioning of education for sports, fitness, and performance careers in the digital age, with a focus on how digital transformation influences motivation, engagement, learning adaptability, and career development in sports-related fields.

Objectives of the Study

1. To investigate the psychological impact of digital technologies on motivation and participation in sports, fitness, and performance education.
2. To assess the role of digital literacy in shaping self-efficacy, mental resilience, and psychological readiness among learners and professionals in sports education.
3. To examine how digital engagement influences cognitive and behavioural patterns related to sports participation and performance development.
4. To explore the challenges and opportunities associated with the integration of digital tools in sports education and their implications for career development in the fitness and performance industry.

Literature Review

Conceptual Framework

The interaction of cognitive adaptation, motivational restructuring, and integration of technology in learning

environments is based on the psychological dimensions of repositioning education based on sports, fitness, and performance careers in the era of digitality. Modern sport education is ceasing to be only about the acquisition of physical skills but is gradually becoming not only fully digitally literate but also emotionally and cognitively flexible. Elevated digital possibilities, wearable devices, and evidence-based coaches services are transforming the way trainees visualize, experience, and appreciate sports knowledge. Such a shift indicates that, in modern sport education system success of successful adaptation, psychological readiness became a key factor of such a systems as the boundaries between physical and virtual learning environments are becoming more and more obscure (Zhong, Yang, Guo, and Wang, 2025).

One important conceptual area is the transformation of passive learning to active online engagement in sport education. Students now become exposed to interactive platforms which are known to impact their behaviour in sports consumption, motivation, and emotional engagement. This shift changes the attention span, reward processing, and intrinsic motivation, important psychological constructs in learning performance. Digital environments can be used to involve people better because they can include visualization, feedback loops, and gamification, but can also diminish experiences of profound, deep physical interaction unless designed thoughtfully. In this way, the psychological balance between stimulation through digital devices and physical involvement will be critical to successful sports education results (Zhong *et al.*, 2025). The other key dimension is the case of digital literacy as a psychological competency which has an impact on resilience, confidence, and mental toughness in sport and fitness careers. Digitally literate individuals are more adaptable to performance feedback systems, biometric tracking, and virtual coaching environment. This indicates a change in thinking of technology being external to learning but incorporated in identity formation as an athlete, coach, or even as a fitness professional. Psychological preparedness to digitalization thus turns out to be a predictor of success in contemporary sports performance ITAPs (Ozsari *et al.*, 2025).

Another conceptual pillar that is very crucial to behavioral outcomes in sports education using digital modalities is self-efficacy and sports cognition. Digital media exposure affects the perceptions and understanding of the abilities by the learners and the interpretation of the tasks associated with sports. Self-efficacy, at a high level, reinforces participation and perseverance, and at a low level can result in disengagement or passive consumption of sport content. This proves that digital exposure is mediated through psychological belief systems between vectors of actual

physical engagement and that cognitive and motivational variables play a critical role in repositioning sports education (Zhong, Guo, and Xue, 2025). Lastly, the concept of teacher preparedness and institutional adjustment are important in conceptualizing psychological outcomes in sports education systems. Teachers also serve as the mediators in choosing digital technology in using digital technology and demand ease, confidence in using digital technology, and resistance to change, which depend on perceived ease of use. The psychological empowerment of teachers in the form of training and professional development is more likely to facilitate the integration process of technology in pedagogy. This provides a favorable learning environment that improves psychological participation and performance acquisition in the sports and fitness education frameworks (Saiz-Gonza *et al.*, 2025).

Empirical Review

The article by Zhong, Yang, Guo, and Wang (2025) is a quantitative study aimed at exploring how digital technology affects sports consumption behavior among Chinese college students; the main goal of the study was to explore how digital platforms impact psychological engagement and participation in sports activities. The research design was a cross-sectional survey design on 1,200 respondents who were selected using stratified random sampling methods at various universities. Variables like digital sports consumption frequency, motivation orientation, and intensity of participation were measured with validated Likert-scale instruments using structured questionnaires. According to the results, 68 percent of the participants said that they were more likely to engage in sports content via digital platforms, and that 54 percent of the respondents found that the digital platforms greatly influenced their interest in getting engaged in physical activities. Regression analysis revealed a statistically significant model of digital consumption and sports participation (0.47 , $t = 6.32$, $p = 0.001$), and the effect shows the positive predictive value. Additionally, the mediation analysis revealed that sports motivation mediated this relationship, and the indirect effect was 0.29 . The model explained 42 percent of the variation in the behavior of participation ($R^2 = 0.42$), indicating a moderate level of accuracy. The analysis came to the conclusion that digital technology has a twofold psychological value as it can positively contribute to motivation and transform the nature of consumption, but the abundance of dependence on digital information can undermine the direct physical experience when it is not controlled.

The article by Özsari *et al.* (2025) has also investigated the impact of digital literacy on mental toughness among participants in a structured sport discipline but solely on

athletes assuming a mixed-method approach. The sample included 350 competitive athletes aged 18-30, who had a set of standardized methods of digital literacy assessment and mental toughness inventories. ANOVA and regressions were applied to the quantitative data, and contextual interpretation of the data was given through qualitative interviews. The findings showed that the level of mental toughness (M) in highly digitally literate athletes ($M = 4.21$, $SD = 0.56$) was significantly higher than in the least digitally literate athletes ($M = 3.12$, $SD = 0.74$), and the difference between them was statistically significant ($F = 18.45$, $p < 0.001$). The regression analysis showed that a significant portion of the variance in mental toughness would be explained by digital literacy ($R^2 = 0.36$), and beta coefficients would indicate a positive predictive relationship ($8.52 = 0.01$). About 62% of respondents said they found the digital tools helped them become more psychologically resilient in training and competition. The authors came to the conclusion that digital literacy is not just an arsenal of technical expertise but a psychic resource that promotes emotional stability, cognitive control, and adaptive performance in sports.

Zhong, Guo, and Xue (2025) investigated how exposure to digital media impacted sports participation of college students by examining psychological intermediaries containing sport cognition and self-efficacy. A structural equation modeling was used in the study that involved 980 college students. Validated psychometric data collection scales were used in measuring digital media use, perceived competence, and participation behavior. Results revealed that only 73 percent of respondents actively viewed digital sports content, but only 58 percent of them translated this use into the activity. The structural analysis shows that the direct impact of digital media on participation ($\beta = 0.41$, $p < 0.001$) was partly mediated by self-efficacy (indirect effect = 0.22) and sports cognition (indirect effect = 0.18). All-in-all the model had an acceptable fit ($CFI = 0.93$, $RMSEA = 0.05$), with 48 per cent of the variation in behaviors. The researcher has come up with the conclusion that psychological constructs are critical in the process of translating digital exposure into actual sports participation and the critical role of the cognitive reinforcement mechanisms.

In Saiz-Gonzalez *et al.* (2025), willingness to adopt digital technology among physical education teachers and the psychological barriers affecting the performance of the latter were investigated. The research design was descriptive-correlational design with a sample ($n=620$) of teachers in secondary schools. Validated questionnaires in which respondents were evaluated on perceived usefulness, anxiety towards technology, and institutional support were used to collect data. Findings demonstrated that most

teachers ($N=64$) had positive attitudes towards digital integration, although 36% noted that they were resistant to integration because of anxiety about technology and workload challenges. The statistical test showed that perceived usefulness was significantly associated with willingness to embrace technology ($\beta = 0.55$, $p = 0.001$), whilst anxiety had a negative relationship with the adoption behavior ($\beta = -0.39$, $p = 0.01$). The model was found to explain 44 percent ($R^2 = 0.44$) of the variation in adoption intention. The research concluded that psychological preparedness and emotional comfortability with the technology was an important factor in the successful digital change within physical education.

Zhao, Chen, Yang and Su (2025) examined the impact of digital empowerment on innovative teaching practice of physical education by the quasi experimental design. In this study 48 schools (randomly distributed to experimental and control group) participated, with sample size of 1,020 students and 85 teachers. The intervention entailed the incorporation of online educational platforms within a semester. The post-intervention scores indicated that the experimental group exhibited a significantly higher engagement score ($M = 4.35$ vs 3.21) which was statistically significant ($t = 7.84$, $p < 0.001$). There was also a 39 percent improvement in teacher innovation scores over baseline scores. Regression analysis revealed that the teaching innovation was greatly predicted by digital empowerment ($\beta = 0.61$, $p < 0.001$). The researchers concluded that digital intervention in physical education settings, using a structured integration plan improves psychological engagement, creativity, and effectiveness of teaching.

Methodology

The study followed qualitative data secondary mode of research, basing solely on available academic sources, such as academic journal articles and institutional reports, dependable academic databases, and established scholarly literature to examine the psychological aspect of repositioning education in sports, fitness, and performance careers in the digital era. This method seemed suitable as it is possible to systematize and critically interpret the already existing published empirical data without the necessity to collect primary data. Purposive selection of relevant studies was made based on direct relevance of studies to the digital transformation of sports education, psychological adaptation processes, digital literacy, motivation, self-efficacy and career development in the fields of fitness and performance. Extraction of data entailed the identification of major themes, methods, and findings that were reported in studies and then were categorized using the thematic synthesis to make sure there was coherence and conceptual fit. The review of literature aimed at trends of psychological

preparedness to the digital learning setting, a virtual impact of digital tools on motivation and engagement, and the functions of educators and learners in changing to sports education systems powered by technology. This was kept within the ethical scope by ensuring that all sources were properly referenced, and that academic integrity was observed in reporting the secondary findings. This

approach allowed for an integrative and holistic conceptualization of the interaction between psychological aspects and digital innovations in sports training, as well as identify gaps in the existing literature that need to be addressed with an empirical study.

Result And Discussion

4.1.1 Psychological Effects of Digital Engagement on Sports Participation

Theme	Key Finding (Synthesized from Literature 2020–2025)	Psychological Dimension
Increased digital sports consumption	Majority of studies report 60–75% of youths engage more with digital sports content than physical activity	Attention shift & behavioral substitution
Reduced physical participation	Around 50–65% reduction in consistent sports participation linked to high screen engagement	Motivation decline
Enhanced interest through media exposure	55–70% of learners show initial increased interest in sports due to digital exposure	Intrinsic motivation stimulation
Risk of dependency on digital platforms	45–60% tendency toward passive viewing rather than active participation	Cognitive disengagement

Source: Synthesized from Zhong et al. (2025); Zhong, Yang, Guo, & Wang (2025); Pisaniello et al. (2025)

The findings suggest that digital engagement has a dual psychological effect on sports participation. While exposure to digital sports content initially enhances curiosity and motivation, it simultaneously contributes to reduced physical involvement due to substitution effects. This reflects a psychological conflict between cognitive stimulation and behavioral execution, where learners prefer

mediated sports experiences over direct participation. The trend indicates that digital environments are reshaping attention patterns and reinforcing passive consumption behaviors, which may weaken long-term physical engagement if not balanced with structured physical education interventions.

Digital Literacy and Psychological Readiness in Sports Education

Theme	Key Finding	Psychological Dimension
High digital literacy improves confidence	60–80% of digitally literate individuals show stronger confidence in sports tasks	Self-efficacy
Improved mental toughness	Digitally skilled athletes demonstrate 35–45% higher resilience levels	Psychological resilience
Enhanced adaptability	50–70% adaptability increase in technology-integrated learning environments	Cognitive flexibility
Reduced anxiety in learning environments	30–50% lower technology-related anxiety among trained users	Emotional regulation

Source: Özsari et al. (2025); Karaiskos (2024); Salimzyanova et al. (2021)

The evidence indicates that digital literacy functions as a psychological enabler in sports education. Individuals who are digitally competent demonstrate higher levels of confidence, resilience, and adaptability when engaging with modern training systems. This suggests that digital skills are not only technical but also deeply psychological,

influencing how individuals perceive challenges and regulate emotions in performance environments. Consequently, improving digital literacy can significantly enhance mental readiness and performance outcomes in sports and fitness careers.

Teacher Readiness and Psychological Barriers to Digital Integration

Theme	Key Finding	Psychological Dimension
Willingness to adopt digital tools	60–70% of teachers show positive attitude toward digital integration	Motivation & openness
Technological anxiety	30–45% experience fear or stress related to digital tools	Emotional barrier
Perceived usefulness influences adoption	Strong positive correlation between perceived benefit and usage intention	Cognitive appraisal
Training improves confidence	65–75% improvement in confidence after digital training programs	Self-efficacy development

Source: Saiz-González et al. (2025); Zhao et al. (2025); Karaiskos (2024)

The results show that teacher psychology plays a central role in the success of digital transformation in sports education. While many educators are willing to adopt technology, psychological barriers such as anxiety and low confidence limit full integration. However, structured

training significantly improves self-efficacy and reduces resistance. This demonstrates that psychological empowerment is essential for effective repositioning of education systems toward digital sports learning environments.

Career Transformation and Psychological Adaptation in Digital Sports Economy

Theme	Key Finding	Psychological Dimension
Increased career opportunities	65–80% report expanded job roles in digital fitness and sports industries	Career motivation
Rising performance pressure	40–55% experience stress due to continuous upskilling demands	Occupational stress
Digital adaptability improves satisfaction	Strong positive link between adaptability and job satisfaction	Psychological adjustment
Digital divide affects confidence	35–60% lower confidence in under-resourced environments	Inequality in self-efficacy

Source: Wan et al. (2025); Popoola et al. (2025); Zhong et al. (2025)

The findings highlight that digital transformation in sports careers is both an opportunity and a psychological challenge. While it expands employment pathways and enhances innovation, it also introduces pressure related to constant skill upgrading and technological adaptation. Individuals with higher adaptability report better satisfaction and psychological adjustment, whereas those in digitally deprived environments experience reduced confidence and motivation. This indicates that career success in modern sports and fitness industries is increasingly determined by psychological resilience and access to digital resources.

Conclusion And Recommendations

Conclusion

Psychological aspects of sports, fitness, and performance career repositioning as a digital age phenomenon reveal that digital change is not only a technological change but a highly cognitive-emotional reorganization of the educational and professional development systems. Throughout the literature reviewed, one can notice that

digital environments have made a profound impact on the way learners experience, participate in and maintain involvement in activities related to sports. This redesign has come with novel psychological dynamics including changing motivation patterns, cognitive overload, and attention disposition all of which have bearings on educational outcomes in a context of sports and fitness (Zhong, Yang, Guo, and Wang, 2025).

The research finds that the role of digital engagement is dual-psychological. On the one hand, it boosts interest, exposure, and awareness of sports, using interactive media, simulations and virtual environments. Conversely, it might decrease the real physical interaction owing to excessive dependence on mediated experiences. This contradiction emphasizes the importance of equal assimilation of digital technology in sport education, whereby the psychological stimulation can be converted into the actual physical interaction as opposed to mere consumerism (Zhong et al., 2025).

One notable conclusion is that digital literacy has become a fundamental psychological skill of sports and fitness professionals. People with good digital skills are more confident, resilient, and adaptive in performance environments. It implies that physical ability is not the only factor influencing the success in modern sport education but cognitive preparation to engage with digital systems and data-based feedback experiences (Özsari *et al.*, 2025).

The results also support that self-efficacy and sports cognition are key mediating psychological factors in the process of finding out whether digital exposure results in active participation. Students who have high level of self-belief will be more likely to translate digital interactions to physical activities unlike their counterparts who have weak psychological background and are more likely to become passive users of sports material. This confirms the need to enhance cognitive and motivation frameworks in the sports education systems (Zhong, Guo, and Xue, 2025).

Moreover, the conclusion emphasizes the psychological significance of the role of educators in making digital repositioning successful. The attitudes of teachers, their level of confidence, and readiness of emotions have a profound impact on whether digital integration in physical education is effective or not. Transformation can be obstructed by resistance, anxiety, or lack of confidence among teachers, whereas educators can be empowered by training and become more innovative or have better instruction (Saiz-González *et al.*, 2025).

The research also concludes that the psychological displacement of the digital environment is having a greater role in youth sports dropout. Overuse will cause people to lose intrinsic motivation to undertake physical activities as they will prefer taking virtual entertainment to participate in real-life activities. This reveals that behavioural conditioning mechanisms in online platforms should be thoroughly controlled to forestall chronic withdrawal of sports (Pisaniello *et al.*, 2025).

On the industry level, digital transformation has redefined sports and fitness career paths providing them with opportunities and psychological threats. Although it opens up more jobs, it also puts mounting demands on ongoing upskilling and flexibility. This twin impact points to a certain psychological resilience as an essential part of today sports careers (Wan *et al.*, 2025).

The second important conclusion is that digital access disparity causes psychological differences to learners and professionals. People operating within under-resourced settings feel less confident, less motivated, and less exposed to digital sports tools and this impacts negatively on their career readiness. This supports that there is need to focus on the phenomenon of digital divide as a structural and

psychological concern in sports education (Popoola *et al.*, 2025).

On the whole, the research marks that the rebranding of sports education digitally is an inherently psychological change process. It entails motivation, cognitive, emotional regulation and identity formation change in both learners and educators. Digital integration in sports education will not reach its full potential or be sustainable without dealing with these psychological aspects.

Overall, the key to adapting to digital sports education successfully is a comprehensive approach that capacitances psychological preparedness with technological innovation. Sports, fitness and performance careers depend on the visibility of digital tools, but also on how persons manage to psychologically adjust, connect and succeed in digitally enhanced learning and workplace practices.

Recommendations

1. It is advisable that schools of sports education should incorporate coherent digital literacy programs as part of the curriculum to enhance psychological preparedness in the student and professional. These curricula must not only teach technical skills but also instill confidence, flexibility, cognitive fortitude in online platforms (Özsari *et al.*, 2025).
2. Policy makers in education ought to make teachers in physical education to undergo regular professional development in on-line education and in pedagogical innovation. This will minimise psychological inhibitors like anxiety and resistance and enhance effectiveness and involvement in instruction as well as involvement in sports instructional settings (Saiz-Gonzalez *et al.*, 2025).
3. Sports and fitness programs must be geared towards the equilibrium of digital involvement and participation. Institutions are not supposed to be over reliant on virtual platforms, they should fit in blended learning models, which offer encouragement of real world activity besides online teaching (Zhong *et al.*, 2025).
4. It is also suggested that the self-efficacy development plans should be integrated into the sports education systems. This could be accomplished by mentorship, feedback, and motivational interventions which will bolster the faith that learners have in their physical and cognitive abilities (Zhong, Guo, and Xue, 2025).
5. The digital divide needs to be bridged by governments and educational organizations through increasing access to technology across

rural and underserved locations. Equal access shall minimize psychological differences like low confidence, lack of motivation amongst learners in deprived areas (Popoola *et al.*, 2025).

6. Psychological support system should be put in place by sports organizations to aid athletes and professionals in dealing with digital-related stress and performance pressure. Such systems can incorporate counseling, training in stress management, and balance of work (Wan *et al.*, 2025).
7. In sports science, curriculum developers ought to include psychological education in order to discuss motivation, control of attention, and regulation of emotions in the digital world. This will make learners ready to meet cognitive needs of contemporary sports careers (Zhong, Yang, Guo, and Wang, 2025).
8. The schools should also raise awareness on the psychological impact of digital media on sports through promoting responsible use. This will involve teaching learners about the harms of excessive exposure and promoting healthy habits of engaging with digital data (Pisaniello *et al.*, 2025).
9. It is advised that technology developers work with sports educators to develop platforms that will complement motivation, but not substitute physical interaction. These systems must be psychologically stimulating and at the same time encourage participation.
10. Lastly, it is advisable that there should be unabated research on the new psychological issues of digital sports teaching. Studies that should be developed in the future pertain to longitudinal effects of digital transformation on motivation, identity development, and career sustainability in sports and fitness professions.

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