

# Investigation and Analysis on the Employment Ability of Physical Education Major in Local Normal Universities

**Xu Xiaozhen, Li Jinzhu**

*School of Physical Education, Gannan Normal University, Ganzhou 341000, China*

**ABSTRACT.** *Facing the increasingly severe employment situation, this paper investigates the present situation of physical education majors' employment ability in local normal university with literature, questionnaire and expert interview. Meanwhile, it puts forward the main factors restricting the improvement of the employment ability which provides theoretical reference to improve university students' employment ability for other universities.*

**KEYWORDS:** *local normal university; physical education; employment ability; present situation*

## **1. Introduction**

With China's rapid development, more and more attention has been paid to university students' employment situation, which has become a prominent problem to be solved in China. In order to further promote college students in a more advantageous position in the fierce competition in the job market, colleges and universities begin to focus on the employment guidance of graduates, especially physical education majors, whose employment channel and employment area are relatively limited. Thus, from the present situation of employment ability of college students majoring in sports education in 5 normal universities in Jiangxi province, this paper discusses and analyzes the factors and reasons that restrict the improvement of physical education majors' employability which provides theoretical reference to improve the employability of local college students.

## **2. The present situation of employment ability of physical education major in normal university**

In this study, survey data were statistically analyzed with EXCEL and SPSS software. The average reflects the level of various abilities. The employer questionnaire and graduate questionnaire were respectively processed and statistically analyzed from seven dimensions of the overall situation and 31 specific abilities. Both questionnaires were assessed in the form of Likert scale.

### ***2.1 Statistical analysis of the overall situation of physical education major in local normal universities from seven dimensions***

According to the research data of the employer questionnaire, the seven dimensions of physical education majors, the average score of professional ability is 3.319, and the average score of practical ability is 3.522, the average score of thinking ability is 3.436, the average score of self-consciousness development ability is 3.447, the average score of adaptability is 3.557, the average score of application ability is 3.352, and the average score of personal traits is 3.487. The average score value of each ability is added and divided by the item value (7), and the average score value of each ability is 3.445. In other words, the value is around 3.445, which is the general level. If it is below 3.445, it is relatively weak. If it is higher than 3.445, it is relatively strong. The survey data shows that the value of education college students' professional ability and application ability is significantly lower than the average value, which indicates that the students' professional ability and application ability are relatively weak. The practical ability and adaptability are obviously higher than the average value, indicating that the students' practical ability and adaptability are relatively strong. Thinking ability, self-consciousness development ability and personal traits fluctuate little around the average value, indicating that these abilities of students are at the general level.

Among the capability values investigated, the employer has the lowest evaluation of professional competence, and for the employer, professional competence is one of the core factors in all capability dimensions. The reasons for the survey results include that the employers of some graduates do not have too much involvement with the major, which leads to the mismatch between the

employment units of students and the major. This is an important reason for the employers' low evaluation of students' professional ability. The survey results show that sports majors have more distribution in the field of employment, and that the current positions of physical education majors have certain limitations on the cultivation of their students' professional ability needs. Relatively weak application ability indicates in local sports colleges and universities students do not have good employment guidance for their ability to apply for jobs. However, it is worth affirming that physical education majors have strong practical ability and adaptability, which indicates that they have good team spirit in work, strong practical operation ability in specific work, strong adaptability in the face of new environment and post, and dare to meet challenges. In addition to learning cultural knowledge as well as other majors, sports majors in local colleges and universities also use more spare time for sports training. In the process of sports training, their hardworking spirit and indomitable will are the spirit that every sports student must have. The training process of sports items will generate a certain spirit of unity and cooperation with teammates, through which teammates can understand the problems and deficiencies in their training, so as to help them learn better. Therefore, the spirit of teamwork is a kind of imperceptible spirit for physical education majors.

## ***2.2 Analysis of physical education majors' professional competence***

Survey data shows that the average score of professional theoretical knowledge is 3.115, the average score of professional skill knowledge is 3.031, and the average score of basic work skill is 3.811. It is clear that physical education majors know that they have not fully mastered the corresponding theoretical knowledge and professional skills in practical work. On the basis of analyzing the questionnaire, the reasons are as follows: first, physical education major is relatively narrow. The physical education major setting in colleges and universities in Jiangxi province is rarely reclassified and expanded, which is mainly set based on the course content. As a result, the content of the course is too narrow, vague and theoretical and professional skills have obvious practical limitations. It is difficult to adapt to the development of sports education. Second, in some colleges and universities, the theoretical content of physical education courses is too strong, and students lack the interest and enthusiasm for learning, so they cannot achieve good learning results.

Even some courses have not been adjusted or changed for many years, which leads to the disconnection between theory and practice and fails to reflect the frontier and scientific nature of physical education. In addition, courses on various sports activity skills and training methods should focus more on how to operate in practice rather than only on the integrity of the theoretical system. Although the students have a certain theoretical basis and systematic knowledge, but in reality, the operation is not applicable enough to guide the practice of theory, which in turn further improves the virtuous circle of theory.

The average score of basic working skills is 3.811, which means that most students recognize their own basic job skills. This is because students have chosen to learn and master some skills such as the computer word processing skill, etc. which benefits their future work.

### ***2.3 Analysis on the practical ability of physical education majors***

The research shows that the average score of task execution ability of physical education major is 3.583, the average score of mastering new skills is 2.928, the average score of teamwork ability is 3.875, the average score of organizational ability is 3.512, the average score of communication and expression ability is 3.668, and the average score of system execution ability is 3.566, among which the average score of mastering new skills is the lowest one. The main reason is that most of the respondents are college students who have graduated for one or two years. They have just arrived at a strange working environment and do not have professional knowledge and skills. It is still difficult for them to specialize themselves in a short period of time.

According to the survey data, the employer recognizes the team cooperation ability of education major college students. Due to the characteristics of sports projects, unity, cooperation and team spirit are often needed. The long-term mutual help between team members makes sports education major students have a better understanding of teamwork ability. The average score of other abilities is in the 3-4 division, indicating that the employer is relatively satisfied with the task execution ability, organizational ability, communication and expression ability and system execution ability of college students.

#### ***2.4 Analysis on thinking ability and self-consciousness development ability of physical education major***

According to the research data of thinking ability, the average of target comprehension ability, analysis and judgment ability, problem solving ability, strategic planning ability and innovation ability are 3.417, 3.457, 3.328, 3.431 and 3.547 respectively. This shows that employers do not recognize the ability of physical education major to solve problems. To a certain extent, it shows that college students lack experience in the new society and cannot well understand the work objectives so as to truly solve problems. The innovation ability of college students is recognized, because many sports performance projects need to have the spirit of innovation, reflect innovation to get high scores in performance, and physical exercise can cultivate sentiment, maintain a healthy state of mind, and give full play to individual creativity.

The survey results shows that the average sense of responsibility, professional dedication, achievement motivation, and continuous learning ability are 3.467, 3.458, 3.355, and 3.508 respectively. It can be seen that achievement motivation is relatively weak compared with the other three abilities. The main reason is that physical education majors cannot fully understand themselves when they enter the society and are not very clear about their future development.

#### ***2.5 The status quo of physical education majors' adaptability and application ability***

Physical education majors score the highest among all dimensions in terms of adaptability. The data shows that the average tolerance is 3.575, the average ability to cope with crisis is 3.48, the average ability to withstand pressure is 3.569, and the average ability to resist setbacks is 3.604. This suggests that physical education majors do well in endurance, ability to cope with the crisis, stress tolerance, ability to resist setback, which has a lot to do with professional characteristics. When doing physical exercise, sports education majors must have strong endurance, stress tolerance and resistance to setbacks in order to achieve better results or make breakthroughs.

In terms of the ability to apply for a job, the data show that the average value of

competitive consciousness is 3.628, the average value of social ability is 3.424, the average value of career planning ability is 3.164, and the average value of marketing ability is 3.192. However, it takes a positive attitude towards competitive ability, which is because sports competition is competitive competition, and competitive consciousness is deeply rooted in physical education majors. However, students do not have clear and specific career planning, and students who are not deeply involved in the world do not have enough understanding of society and career, which leads to their weak ability of career planning. In combination with the open questions answered by students in the questionnaire, some students did not fully master the application skills and did not do a good job in the preparation for the application, which to some extent reflects that local colleges and universities are slightly inadequate in the employment guidance for students majoring in sports education.

### ***2.6 Analysis on the status quo of physical education majors' personal traits***

The statistical data show that the average affinity is 3.515, the average loyalty is 3.442, the average sense of integrity is 3.497, the average moral quality is 3.489, and the average self-confidence is 3.492. From this, it can be seen that the specific ability scores of non-professional literacy are all in the 3-4 division, indicating that the employer recognizes the basic non-professional literacy of college students. Among them, the evaluation of loyalty is a little low, the reason is that the focus of today's employer competition is talent competition, and the role of talent to the employer depends on his loyalty to the work unit. In the premise of difficult employment, the employer lacks a perfect employment system, and does not provide good development space for employees, which has an impact on loyalty. In addition, if the employer is not properly designed in terms of welfare treatment, the employee's loyalty to the work unit will decline.

## **3. Factors restricting the improvement of the employability of physical education majors in local colleges and universities**

### ***3.1 Social factors restrict the improvement of their employability***

At present, the recruitment of employers has higher and higher requirements on the employability of college students majoring in sports education. However, employers do not offer many internship opportunities for students. Some employers who are not quite in line with the sports education major are reluctant to accept interns. As a result, some students do not pay much attention to the internship before graduation, which is often a mere formality. The students do not undergo the training of the internship stage, directly into the work unit so that the workplace environment is strange to them. When students step into the society, they do not have rich work experience and life experience. As a result, they can not give full play to their talents into their work, which is also the main reason why employers can not meet their recruitment requirements of college students.

### ***3.2 School factors restrict the improvement of their employability***

#### ***3.2.1 Colleges and universities' insufficient employment guidance***

To promote physical education majors' employment in Jiangxi province, employment guidance education has been carried out in many colleges and universities in Jiangxi province in the last two years. However, there is a lack of systematic and targeted training on job-hunting concepts, job-hunting skills and career planning required by employment. Some universities are only limited to pre-graduation job-hunting guidance, which leads to the inability of graduates to further improve their employability after employment.

Survey results show that, in terms of understanding of employment policies and the situation, only 20.37% of sports education majors have a full understanding, 47.35% have a good understanding, and 32.28% have little or no understanding. Therefore, employment guidance departments and sports departments should attach great importance to it. College students majoring in sports education have insufficient understanding of employment policies and situations, which affects their smooth employment.

#### ***3.2.2 Professional courses are out of line with market demand***

Setting up reasonable courses is the most important thing to solve the

disconnection between the professional courses of education major students and the needs of the society. The survey found that the professional curriculum of some colleges and universities was disjointed from the market, the faculty was weak, and the curriculum focused on theory but ignored practice. Some colleges and universities only consider the economic benefits of running a school as well as their own running equipment and conditions, but fail to pay attention to the actual needs of cultivating students and the market, which leads to the disconnection between the graduates cultivated by some colleges and universities and the actual needs of the market, which is prone to talent dislocation and resource waste. In fact, the curriculum of sports education major should be set according to the needs of the society and the market, in line with the development of sports education major, and closely combine the needs of the society and the needs of the class, so that graduates can be better used.

In addition, the resources of professional courses cannot be guaranteed. Although some colleges and universities set up some professional to adapt to market demand, but on the one hand, the curriculum setting has neglected the faculty and teaching conditions, which is not practical. Therefore, it is impossible to achieve good teaching results in a short period of time. Because the knowledge and skills cultivated by students cannot meet the requirements of the school, the quality of the students are relatively poor, which cannot meet the fierce social competition and the increasingly high requirements of the society for sports education majors.

### ***3.3 Students' own factors restrict the improvement of their employability***

#### ***3.3.1 Employment concept deviation***

The concept of employment refers to a person's understanding and cognition of his own employability, employment direction and the employment situation of the society. There are some traditional employment concepts in the society, which to some extent affect the values and outlook on life of some college students, so that they are not consciously affected by these negative factors in the process of choosing a career, and can not fully participate in the competition for employment. On the other hand, some sports education majors believe that they have a special sense of superiority after four years of college study, and they are dismissive of grass-roots



employment positions. In fact, it also reflects the lack of self-cognition ability in college students' employment concept, their inability to properly deal with the competition in employment and their over-evaluation of their own ability.

### ***3.3.2 Weak social practice consciousness***

The survey found that sports education majors have a weak sense of social practice. During the four years of college study and life, they are still as immersed in training as they were in high school. Most of them are in a state of not knowing and confused about their employment, and continue the learning habits of high school, learning in full accordance with the school's curriculum arrangement, and do not carry out relevant extended learning according to their own characteristics. And learning is often limited to supporting the development of the discipline.

Based on the analysis and comparison of relevant literature, it can be seen from the comparative data of specialty construction [2-5] that the psychology major of our university is similar to other ordinary colleges and universities, and the training objectives should mainly focus on the cultivation of application-oriented talents. In the course reform, we should increase the links of practice and practical training and combine theoretical knowledge and practice closely, effectively stimulate and transform students' internal motivation, and improve students' learning autonomy and initiative. The full use of interactive discussion in the classroom teaching process not only enables students to have a further understanding and grasp of relevant issues, but also enables students to increase students' interest and attention, make deep memory, and is conducive to the improvement of learning effect. In addition, we can also combine the characteristics of psychology majors to enrich the forms of skill drills, so that students can go out into the society, get in touch with the society and all kinds of people, increase the opportunity of "practical drills", understand the complex social phenomena and psychological state, and accumulate direct and indirect experience for serving the society in the future.

## **4. Conclusion and suggestion**

### ***4.1 Conclusion***

4.1.1 Due to the short construction time of psychology major in our college, there are still many deficiencies in all aspects. The primary problem in teaching practice is that teaching practice cannot cultivate practical application ability. This is a common problem in practical teaching, and also a common research topic for educators majoring in psychology.

4.1.2 Students' satisfaction with the dimension of curriculum setting is low, mainly because there are too few hours of practical courses, which is not conducive to the practical application of theoretical knowledge and the improvement of their ability to solve problems.

4.1.3 In the aspect of training direction, the degree of satisfaction with the achievement of training direction is relatively low. The main reason is that more emphasis should be placed on the cultivation of application ability in the setting of goals.

#### **4.2 Suggestion**

4.2.1 At present, it is urgent to explore an effective and operable operational mechanism for cultivating professional practical ability. With the gradual deepening of professional construction, the hardware facilities have been greatly improved. Successively, a psychological consultation room, a vocational guidance training room, a psychological experiment observation room and a box and courtyard room have been set up.

4.2.2 In addition to the improvement of hardware facilities it also needs to construct the professional practice ability training teaching system, integrating psychology specialty experimental teaching system, optimizing the psychology courses teaching method, reform the major-course examination psychology evaluation approach, to carry out the professional characteristics of campus culture and social practice, do a good job in professional practice and internship and so on.

4.2.3 In order to solve the problem that students are not satisfied with the curriculum, we should pay attention to the training of basic theoretical literacy and basic skills. Highlight professional features. Set up courses reasonably and follow the order of basic courses before major.

### References

- [1] Liu Ailun(2001).Teaching reform and practice of applied psychology Journal of Ningbo University , vol. 23, no.2, pp. 13-17
- [2] Wu Zhen, Li Jie, Lu Chi(2008). Research on the problems and countermeasures of the construction of applied psychology specialty Journal of Tianjin Normal University of Engineering ,vol. 18, no.4, pp. 52-55
- [3] Che Hongsheng, Yao Meilin(2004). Thoughts on the undergraduate course setting of psychology Higher Education, no. 6, pp. 46-50
- [4] Gao Liqun, Peng Danling(2004). A survey on the trend of psychology and talent cultivation in the 21st century Journal of Beijing Normal University , no.5, pp. 49-56
- [5] Zhang Lei(2004).Research and implementation of credit system Journal of Nanchang Education College , vol. 19, no.2, pp. 67-68
- [6] Cui Jinggui(2004). The strategy and mechanism of practical ability cultivation for college students majoring in applied psychology Journal of Hebei Normal University, vol. 9, no.5, pp. 70-73