

A Study on the Current Situation of “Sense of Gain” in Physical Education of College Students in Hebei Province

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ABSTRACT. *Colleges and universities are the main places for student cultivation, and the final education position for students to grow up from “natural person” to “social person” in school. Some scholars once said that “the quality of physical education work in Colleges and universities directly affects whether the party's education policy is implemented, related to the quality of training senior talents in China, and related to the physical and mental health of college students in China.”*

KEYWORDS: *Sense of gain, Physical education, College students*

1. Introduction

Human oriented, as the name implies, is humanization, taking people as the starting point and destination of all social activities, all activities are responsible for people. As the core idea and basic value of modern quality education, human-oriented education puts human development at the core of education. The creation of education system, the selection of education content and the choice of education mode all aim at better promoting human development [1]. The thought of “humanism” coincides with the educational thought of “taking students as the main body” and “teachers as the guidance”.

In this paper, through a questionnaire survey of many representative colleges and universities in Hebei Province, the author studies the current situation of physical education in three aspects: physical consciousness, physical knowledge and physical exercise skills of students in Colleges and universities, and probes into the current situation of the sense of acquisition of physical education of students in colleges and universities in Hebei Province.

2. Research Content

2.1 Research Object

By investigating the current situation of physical education of some college students in Hebei Province, we can understand the current situation of students' sense of acquisition of physical education.

2.2 Research Methods

It mainly adopts the methods of literature, expert interview, questionnaire, special topic interview and mathematical statistics.

3. Analysis of Research Results

3.1 Analysis of the Personal Data of the Investigated Students

(1) Gender Analysis of the Investigated Students

Table 1 Gender Distribution Of the Investigated Students

	Frequence	Percentage	Effective percentage	Cumulative percentage
Male	341	58.8	58.8	58.8
Female	239	41.2	41.2	100.0
total	580	100.0	100.0	

As shown in Table 1, of the 580 students surveyed, 341 were boys, accounting for 58.8% and 239 were girls, accounting for 41.2%. The proportion of boys is higher than that of girls.

Table 2 Grade Analysis of the Investigated Students

	Frequence	Percentage	Effective percentage	Cumulative percentage
Grade One	80	13.8	14.0	14.0
Grade Two	274	47.2	47.9	61.9
Grade Three	186	32.1	32.5	94.4
Grade Four	32	5.5	5.6	100.0
Total	572	98.6	100.0	
Missing	8	1.4		
Total	580	100.0		

As shown in Table 2, the surveyed students from freshmen to grade four are all within the scope of the survey, among which the proportion of grade two is higher, accounting for 47.9%, followed by the proportion of grade three, accounting for 32.1%, while the proportion of freshmen and grade four is less, accounting for 14% and 5.6% respectively. To some extent, this will affect the follow-up survey results.

(2) Subject Analysis of the Investigated Students

Table 3 Distribution of Subjects of the Investigated Students

subject	frequency	Effective percentage	sort
Engineering	116	20.0	1
Law	106	18.3	2
Science	102	17.6	3
literature	80	13.8	4
pedagogy	53	9.1	5
Management Science	43	7.4	6
Economics	34	5.9	7
agronomy	15	2.6	8
Medical Science	14	2.4	9
history	12	2.1	10
Philosophy	5	.9	11
Total	580	100.0	

As shown in the table above, the top three subjects of 580 students are engineering, law and science, accounting for 20%, 18.3% and 17.6% respectively. In addition, medical science, history and philosophy are the few subjects among the surveyed students. Among the 580 students surveyed, 14, 12 and 5 belong to the three subjects respectively, accounting for 3.4% of the total only. Combined with the previous gender data, more engineering students were surveyed, while the proportion of male students was relatively large, so the total number of male students was slightly higher than that of female students.

3.2 Analysis of Students' Sense of Gain in Sports Learning

3.2.1 Overall Analysis of Students' Sense of Gain in Sports Learning

Table 4 Analysis of Students' Satisfaction in Physical Education

		Frequency	Percentage	Effective percentage	Cumulative percentage
Vaild	Very satisfied	204	35.2	35.4	35.4
	Basically satisfied	273	47.1	47.4	82.8
	satisfied	94	16.2	16.3	99.1
	Dissatisfied	5	.9	.9	100.0
	Total	576	99.3	100.0	
missing		4	.7		
total		580	100.0		

It can be seen from the above table that 99.1% of the surveyed students are satisfied with the current sports learning. Among them, 35.4% of the students are very satisfied with their achievements, and 47.1% of the students are basically satisfied with their achievements. Generally speaking, students are very satisfied with the current sports learning process. The proportion of dissatisfaction with the process of physical education is very small.

3.2.2 Analysis on the Satisfaction Degree of Physical Education of Students with Different Genders

Table 5 Group Statistics

	Gender	N	mean value	standard deviation	Standard error of mean value
Satisfaction in learning	male	340	1.83	.742	.040
	female	472	1.83	.695	.032

Table 6 Inspection Form Of Independent Samples

		Levene test of variance equation		Ttest of mean equation						
		F	Sig.	t	df	Two-tailed	Mean difference	Standard error value	95% confidence interval of difference	
									lower limit	Upper limit
Satisfaction in learning	Assuming equal variance	4.827	.028	.004	810	.997	.000	.051	-.100	.100
	Suppose the variance is not equal			.004	701.385	.997	.000	.051	-.101	.101

It can be seen from the above table that there is no significant difference in the satisfaction of Physical Education between the male and female college students surveyed ($P = 0.997, \geq 0.05$).

3.2.3 Comparative Analysis on the Satisfaction of Physical Education Learning of Students

Table 7 Comparative Analysis on the Satisfaction of Physical Education Learning of Students

	School	N	Mean value
Satisfaction in learning	Hebei University of Engineering	54	276.25
	North China University of Technology	125	274.22
	Central Institute for Correctional Police	65	305.73
	Hebei Finance University	72	267.37
	Hebei University of Geosciences	34	289.21
	Handan College	56	285.96
	Tangshan college	5	245.60
	Hebei University of Technology	14	285.96
	Hebei University of Business and Economics	14	333.14
	hengshui university	29	277.74
	Agricultural University Of Hebei	39	314.19
	North China Electric Power University	42	291.21
	Huihua College of Hebei Normal University	27	354.67
	Total	576	

Table 8 Test Tstatistics a,b

	Satisfaction in Learning
Chi square	11.549
df	12
Asymptotically significant	.483

b. Grouping variable: School

a. Kruskal Wallis Test

It can be seen from the above table that $P = 0.483, \geq 0.05$, there is no significant difference in the satisfaction of physical education learning of students in different schools. It shows that the survey results of students' satisfaction with PE Learning in different schools are similar.

3.2.4 Analysis of the Influencing Factors of College Initiatives on Students' Sense of Acquisition

In order to understand the factors that affect college students' sense of gain in physical education, this paper designs a regression analysis of students' sense of gain in physical education.

In order to test the influence of these factors on the dependent variables, this paper uses the logistic multiple regression analysis method to analyze the situation of students' sense of physical learning under the condition of controlling other factors. In the regression analysis, the dependent variable is the analysis of the current situation of students' satisfaction in sports learning, and the independent variable includes the individual indicators of students and the improvement measures of colleges and universities.

The final independent variables selected by the regression equation include: individual indicators of students (gender, grade, subject), and external conditions (measures taken by colleges and universities to improve students' sense of acquisition)

The dependent variable is the current situation of the students' sense of satisfaction in physical education learning.

Table 9 Logistic Parameter Estimates

		estimate	Standard error	Wald	df	Saliency	95% confidence interval	
							lower limit	Upper limit
threshold	[main43 = 1]	-3.292	1.269	6.728	1	.009	-5.780	-.805
	[main43 = 2]	-.638	1.265	.255	1	.614	-3.118	1.841
	[main43 = 3]	3.106	1.268	6.001	1	.014	.621	5.592
Gender Grade Subordinate Discipline School Initiatives	[basic01=1]	.071	.195	.131	1	.717	-.312	.453
	[basic01=2]	0 ^a	.	.	0	.	.	.
	[basic03=1]	2.450	.474	26.765	1	.000	1.522	3.379
	[basic03=2]	1.444	.425	11.524	1	.001	.610	2.277
	[basic03=3]	1.111	.426	6.783	1	.009	.275	1.947
	[basic03=4]	0 ^a	.	.	0	.	.	.
	[basic06=1]	.052	.630	.007	1	.934	-1.181	1.286
	[basic06=2]	-.109	.631	.030	1	.862	-1.347	1.128
	[basic06=3]	.268	.834	.103	1	.748	-1.366	1.902
	[basic06=4]	1.924	.802	5.753	1	.016	.352	3.496
	[basic06=5]	.577	.631	.836	1	.360	-.660	1.815
	[basic06=6]	-1.098	.637	2.967	1	.085	-2.347	.151
	[basic06=7]	4.079	1.222	11.150	1	.001	1.685	6.473
	[basic06=8]	.620	.690	.809	1	.368	-.732	1.972
	[basic06=9]	-.881	.689	1.635	1	.201	-2.232	.470
	[basic06=10]	1.073	.660	2.642	1	.104	-.221	2.367
	[basic06=12]	0 ^a	.	.	0	.	.	.
	[main41_1=1]	-4.104	1.073	14.636	1	.000	-6.206	-2.001
	[main41_1=2]	-4.027	1.078	13.962	1	.000	-6.139	-1.915
	[main41_1=3]	-4.478	1.107	16.348	1	.000	-6.648	-2.307
[main41_1=4]	-4.148	1.156	12.878	1	.000	-6.414	-1.883	
[main41_1=5]	-.952	1.330	.513	1	.474	-3.559	1.654	
[main41_1=6]	.895	1.802	.247	1	.619	-2.637	4.428	
[main41_1=7]	-1.531	1.763	.754	1	.385	-4.987	1.925	
[main41_1=8]	0 ^a	.	.	0	.	.	.	

link function:Logit.

a. Set this parameter to zero because it is redundant.

(1) In personal characteristics, students of different grades have significant differences in their sense of gain ($P \leq 0.01$). Students of two disciplines have significant differences in their sense of gain ($P \leq 0.05$), and there is no significant difference in gender sense of gain;

(2) Among the first four measures of each school, there are significant differences ($P \leq 0.01$) in the students' sense of acquisition. The specific measures are to improve the relevant sports policies, promote the reform of teacher training, increase the training and learning of teachers and update the sports venues.

(3) Summing up the above conclusions, it can be concluded that the factors that affect the sense of acquisition of the investigated students. From the point of P value, the most significant factor is the grade situation in the personal indicators of the students. The policy support of the school in the external conditions, the necessary training and reform measures for the teachers, and the timely updating of the sports venues can have a significant impact on the sense of acquisition of the students' sports learning. The less influential is the

gender characteristics of students. Therefore, it can be concluded that the theoretical framework is basically correct. The results of this paper confirm the hypothesis.

4. Conclusion

(1) 99.1% of the surveyed students are satisfied with the current sports learning. Among them, 35.4% of the students are very satisfied with their achievements, and 47.1% of the students are basically satisfied with their achievements. Generally speaking, students are very satisfied with the current sports learning process. There was no significant difference in the satisfaction of Physical Education between male and female college students ($P = 0.997, \geq 0.05$).

(2) In the personal characteristics of the influencing factors of the sense of gain, the sense of gain of the students of different grades and their significant differences ($P \leq 0.01$), the sense of gain of the students of two kinds of subjects showed significant differences ($P \leq 0.05$), and the difference of the sense of gain of gender was not significant;

(3) The first four measures of each school show significant differences in students' sense of acquisition ($P \leq 0.01$), specifically, improving relevant sports policies, promoting teacher training reform, increasing teacher training and learning, and updating sports venues.

(4) The most significant factor affecting the sense of acquisition of the investigated students is the grade situation in the personal indicators of the students. The policy support of the school in the external conditions, the necessary training and reform measures for the teachers, and the timely updating of the sports venues can have a significant impact on the sense of acquisition of the students' sports learning. The less influential is the gender characteristics of students.

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