

The Influence of Ideological and Political Education on Students' Self-Harvest in Physical Education Courses in Colleges

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Abstract

To encourage physical education teachers to prioritise students' physical education as the central focus of interaction, foster a shift towards student-centred teaching, enhance enthusiasm for college physical education courses, and integrate moral education principles into the physical education curriculum. This study examined the impact of teacher-student interaction on students' self-cultivation in ideological and political education within the physical education curriculum at the college level through the construction of an equal education model. The data was entered into the system using SPSS 23.0 and Amos 26.0 statistical software to assess the reliability, validity, and research hypothesis of the model. The impact of physical exercise, personal exercise, sports organisations, sports events, and teacher consultation were found to be 0.944%, 0.93%, 0.897%, and 0.935%, respectively. Teacher-student interaction is crucial in physical education (PE) classes, particularly for sports education and promoting growth. The presence of sports facilities and equipment significantly influences teacher-student interaction. Therefore, it is essential to enhance the development of PE courses, improve the availability of physical education resources, update teaching approaches, implement innovative models of PE classes, and enhance students' sense of achievement to facilitate effective teacher-student interaction.

Keywords: Universities; Ideological and Political Education in Physical Education; Students' Sense of Self Harvest; Influence.

Introduction

Teachers should consider students' proficiency in sports skills and help them transition from a focus on quantity to a focus on quality. Additionally, teachers should encourage students to develop a genuine interest in learning sports. Sports participation encompasses various aspects of physical health, sports skills, social adaptation, and mental well-being, thereby exemplifying robust teacher-student interaction qualities. Teacher-student interaction in the context of physical health can serve several purposes. Firstly, it allows for the recognition of students' subjective experiences, enabling a more comprehensive understanding of their individual needs. Secondly, it facilitates the establishment of an evaluation system that is objective, scientifically grounded, fair, and reasonable. Lastly, it aids in the timely identification of students' weaknesses, enabling them to address these areas through targeted exercise and ultimately improve their overall physical health. The physical education curriculum necessitates teachers to have a comprehensive understanding of students' subjectivity, consider the role of democracy in teaching, engage in collaborative thinking with students, promptly address their questions and opinions, and foster a positive classroom environment that promotes health, democracy, and harmony. Sports competition is a valuable educational activity that can be incorporated both during and outside of classroom hours.

Physical education teachers in the classroom can utilise the syllabus and teaching schedule to organise sports competitions, foster student engagement, and encourage active participation in these competitions. After the class, the teacher assigns sports competition assignments to the students, urging them to apply and reinforce the knowledge acquired during the class. The teacher also requests that the students provide feedback on the outcome of the competition. Zhang (2021) found that the arrangement and organisation of sports competitions, both during and outside of class, can effectively enhance teacher-student interaction. The factor loads for physical education class, individual physical training, sports club, sports competition, and teacher interaction were determined to be 0.944, 0.93, 0.897, and 0.935, respectively. The study indicates that the interaction between PE teachers and students is of primary importance in classroom instruction, with PE competition being of secondary significance.

Teacher-student interaction is an integral aspect of college education and teaching. Thus, it is important to continuously improve the willpower of current college students. Thirdly, it is important to promote active participation in physical training among college students, focusing on enhancing physical fitness, enjoying sports, and developing willpower. Additionally, teachers should actively offer students high-quality and scientifically based sports guidance and increase the frequency of teacher-student interaction outside of regular class hours. Sports clubs or associations can be utilised

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to promote the development of campus sports culture, enhance students' extracurricular activities, foster a habit of engaging in sports, and cultivate positive character traits among college students. Figure 1 depicts the macro-level design structure of the ideological and political practice within physical education courses.

The curriculum encompasses a wide range of ideological and political content in the field of physical education. From a macro perspective, this includes various disciplines such as sports philosophy, sports history, sports law, and humanities-related sports textbooks. Additionally, it covers scientific disciplines like sports physiology, sports anatomy, sports nutrition, and sports psychology. The history of ethnic cultural differences and the fight against racial discrimination in various sports allows us to appreciate not only the past but also the sense of national identity that arises from cultural exchange and integration in sports. Additionally, the power of sports holds great importance for national rejuvenation. The history of sports demonstrates the influence of role models like Xu Haifeng and Nie Weiping on the resurgence and advancement of Chinese sports. Additionally, the importance of sports to the nation can be understood through table tennis diplomacy. Furthermore, the unwavering determination of the Chinese women's volleyball team serves as inspiration to achieve national glory; One can gain an appreciation for the aesthetics of national culture and the essence of sports by comparing traditional ethnic sports with foreign sports, thereby experiencing the diverse cultural backgrounds and sporting spirit.

In terms of sports practice activities, student engagement in practice is the most evident expression of sports. The strong impact of sports on the body and mind makes various complex emotions, such as excitement and inhibition, intertwined repeatedly. The choices and answers students make in different situations provide valuable insights for the development of their sports values. Firstly, during teaching practice, teachers must instruct students in effectively acquiring the techniques and training methods for various motor skills, as well as developing proprioception during the practice sessions. This will enable

students to genuinely experience the pleasure of physical movement and comprehend the significance of "persistence" in the process of skill acquisition. Secondly, direct students to contemplate sports techniques and skills. Encourage them to incorporate their individual traits into sports practice, use basic sports abilities to establish a unique technical style, and work with colleagues to create a range of tactical solutions.

This method promotes sports knowledge, form self-confidence, cooperation, and a structured thinking mode of "finding problems, analysing problems, solving problems", to understand the basic principles of being a man and doing things. Through consistent participation in sports, students can develop values that align with their individual physical development. This includes acquiring knowledge on practicing, applying, and mastering motor skills in various sporting scenarios. Children have the capacity to develop their own motor skills, problem-solving abilities, sports values, and exercise habits. These attributes can be consistently applied throughout their involvement in sports. I strongly appreciate the significance of sports when viewed through a behavioural lens.

Effective teacher-student interaction facilitates the exploration of spiritual resources in teaching, enhances subject and academic resources as educational resources, and encourages students to actively engage in filling gaps, explaining, judging, creating, and generating original ideas and knowledge through equal and reciprocal interaction between teachers and students. We can evaluate an individual's character, behaviour, and preferences and derive advantages from doing so. The ideological politics of the physical education curriculum aim to deconstruct and reshape the sports value system. This has practical significance in addressing the lack of sports values resulting from the current distance from sports culture. Colleges and universities should thoroughly examine the development process and mechanisms of sports values in physical education courses. They should also restructure the educational aspects and ideological and political elements within the curriculum, integrating them with sports knowledge and practical experience. Furthermore, it is important to teach these concepts to students in an appropriate manner (Si, 2022).

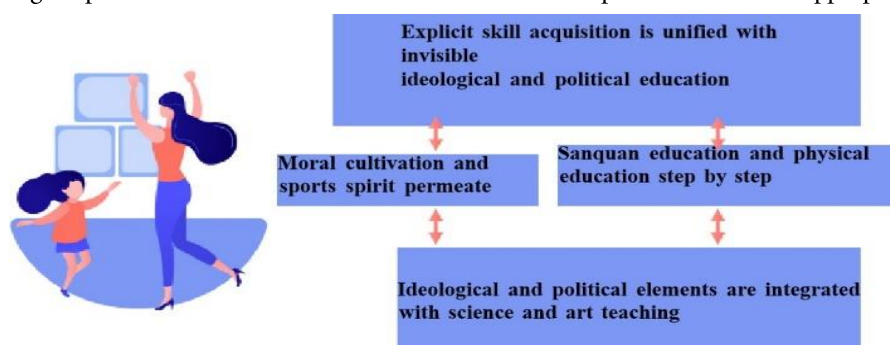


Figure 1. Macro Design Structure of Ideological and Political Practice of Physical Education Curriculum.

Literature Review

The interaction between teachers and students in college physical education courses plays a crucial role in promoting innovative teaching paradigms. It combines the course content with students' personal development, establishes a strong connection between emotional attitudes and the transmission of values, and fosters a harmonious relationship between students' mental and physical well-being. Teacher-student interaction within the framework of embedded instruction facilitates student exploration of sports-related phenomena. The relationship between teachers and students extends beyond academic interactions, encompassing interpersonal interactions both inside and outside the classroom, as well as in society. Teachers employ various strategies to integrate subject and object in training and enhance the cultural tension of the college physical education curriculum. This is accomplished through the utilization of explicit knowledge and skills, implicit ethics, and value guidance.

College students' physical fitness, empathy, emotional intelligence, motivation to learn, willpower, adaptability, and other self-perceptions have shown significant improvement. Additionally, their perception of interaction, relationships, and support for learning and development has also improved. The significance of the satisfaction index in assessing teacher-student interaction and its impact on perceived gains has been established. In future teaching practice, it is important to thoroughly examine the various forms of teacher-student interaction in university physical education courses and enhance the existing foundation of such interaction. Ai and H conducted a comprehensive analysis of the current state of ideological and political education in universities, specifically focusing on the impact of new media. They identified various issues in this area. Extensive research has been conducted on the innovation of contemporary ideological and political education in universities to address these issues.

Various improvement methods have been proposed for industry discussion and exchange (Ai, 2021). Zhang and L incorporated the factors that influence live streaming platforms by integrating the perception theory and autonomous learning theory with TAM and UTAUT. A structural equation model was constructed to examine the autonomous learning behaviour of college students on online learning platforms. The model was based on data analysis using smartpls and SPSS. The study aimed

to explore the external and internal factors that influence autonomous learning (Zhang, Tian, & Song, 2021). This article aims to investigate the structural paradigm and the level of influence of various factors, including teacher-student interaction perception, relationship quality, students' sense of self-gain, learning development support, and course satisfaction. This analysis aims to examine the causal relationship between formal and informal interactions among teachers and students.

Method

Research Object

Based on previous research, the Chinese College Student Learning and Development Survey 2014 (CCSS 2014) was utilised to examine the benefits of teacher-student interaction, teacher-student relationships, and student perception of value experience. A set of 20 questions was chosen to reflect the connection between teacher-student interaction and student satisfaction, aligning with the concept of "curriculum ideology and politics." This selection resulted in the creation of a measurement questionnaire. The questionnaire comprises five dimensions: teacher-student interaction, teacher-student relationship quality, learning and development support perception, self-gain perception, and satisfaction with curriculum ideology and politics. Teacher-student interaction is assessed independently by both full-time teachers and counsellors. The Likert five-point system is used to score all dimensions. Data was collected through a questionnaire survey and subsequently analysed using a structural equation model. A random sample of 819 undergraduate students from the 2018–2021 cohort was selected from 10 departments within College A (excluding the College of Physical Education), including 377 male students, accounting for 46%, with an average age of 19.64 ± 2.26 ; There are 442 female students, accounting for 54%, with an average age of 18.34 ± 1.96 . See Table 1, Figure 2 for details.

Table 1

List of Specific Conditions of Research Objects

Grade	Proportion of People
2018	12.6
2019	30.6
2020	27.2
2021	29.6

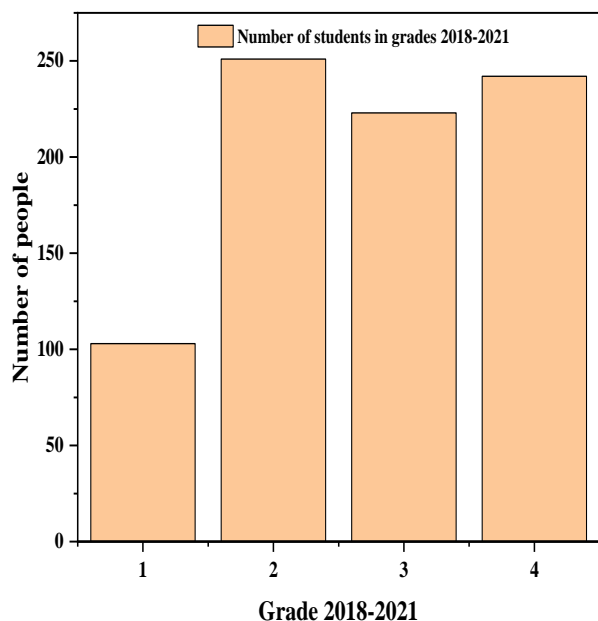


Figure 2. Number of Subjects.

Table 2

List of Observation Variables

Observed Variable	
Interaction perception between PE teachers and students A	Interaction between PE class and PE teachers A1 Interaction between individual physical training and physical education teachers A2 Interaction between sports clubs and sports teachers A3 Interaction between sports competitions and sports teachers A4
Perception of PE teacher-student relationship B	Relationship with PE teachers B1 Relationship with sports club instructors B2
Physical Education Learning and Development Support Perception C	Sports ground equipment support C1 Physical education courses, activities and competitions support C2
Perception of PE curriculum harvest D	Sports participation D1 Motor skills D2 Good health D3 Mental health D4 Social adaptation D5 Lifelong sports awareness D6

Mathematical Statistics

This study utilised structural equation model analysis using AMOS software. The reliability and validity of the model, as well as the study hypotheses, were tested using SPSS 23.0 and Amos 26.0 statistical software.

Research Results

Model Reliability and Validity Test

The study found that the collected questionnaire data had a high level of reliability, with a coefficient of 0.985 (Yang & Liu, 2021).

Questionnaire Survey Method

The relevant research variables were identified and assigned using the Likert 5-point scoring method based on previous theoretical data. A total of 819 valid questionnaires were distributed and collected from freshmen to seniors in 10 colleges and departments within College A. After collecting and organising the data, a structural equation test was conducted.

Determination of Research Hypotheses and Observation Variables of Students' Self-harvesting Perception Structural Equation Model

The Delphi method is employed to gather expert opinions and make necessary adjustments to effectively measure the structural impact of the four dimensions. Finally, the construction idea is proposed, and the research hypothesis is determined along with the observation variables, as presented in Table 2.

The analysis indicates that the Cronbach coefficient of the deleted item is lower than that of the standardised item. This suggests that there are no inappropriate items in the questionnaire and that no adjustments to the items are necessary, as presented in Table 4.

Table 3

Reliability Statistics of the Questionnaire

Cronbach a	Cronbach a Based on Standardized Items	Number of Terms
0.985	0.985	14

Table 4

Statistics of Observation Variables in the Questionnaire

	Scale Average After Deleting Items	Scale Variance After Deleting Items	Corrected Item and Total Correlation	Square Multiple Correlation	Cronbach a After Deleting Items
Interaction between PE class and PE teachers	54.18	125.318	0.885	0.826	0.985
Interaction between individual sports and physical education teachers	54.25	124.543	0.891	0.861	0.985
Interaction between sports clubs and sports teachers	54.27	124.82	0.895	0.879	0.985
Sports competition and interaction between sports teachers	54.25	125.078	0.895	0.875	0.985
Relationship with PE teachers	54.2	124.955	0.924	0.883	0.984
Relationship with instructors of sports clubs	54.28	124.001	0.832	0.881	0.984
Sports ground equipment support	54.31	125.531	0.916	0.732	0.986
Physical education curriculum, activities, competition support	54.24	124.995	0.909	0.858	0.984
Sense of harvest from participation in own sports	54.15	126.165	0.924	0.905	0.984
Sense of harvest of own sports skills	54.15	125.69	0.908	0.915	0.984
Gain a sense of physical health	54.13	126.058	0.903	0.91	0.984
Mental health	54.15	126.406	0.904	0.893	0.984
Gain sense of social adaptability	54.18	125.839	0.885	0.887	0.984
Sense of harvest of lifelong sports ideology	54.17	125.877	0.891	0.826	0.984

Factor Applicability Analysis

A KMO value of 0.972 and a Bartley spherical test Chi-square value of 19325.711 with 91 degrees of freedom indicated a significant correlation between the variables in the factor applicability test of the survey data. These results confirm the effectiveness of the factor analysis, as presented in Table 5 (Chen, 2022).

Descriptive Statistics and Factor Load Analysis Between Observed Variables

After passing the reliability test, the average score of 14 observation items was found to be above 4 points, with a standard deviation between 0.9 and 1. This suggests a high level of interaction between teachers and students in ideological and political education within the physical education curriculum. The perceived relationship between PE teachers and students was found to have a high correlation coefficient of 0.952, suggesting a close bond

between students and their PE teachers within the broader teacher-student relationship; The perception of sports learning and development support indicates that sports facilities and equipment have a significant impact on the interaction between teachers and students, with a support load of 0.965. The self-harvest perception score for sports participation was 0.963, suggesting that students' perception of their harvest mainly focused on their participation in sports. Table 6 displays the mean value, standard deviation, and factor load of the observation items (Li, 2021).

Table 5

KMO and Bartlett's test

	KMO	0.972
Bartley Spherical Test	Chi-square value	19325.711
	Freedom	91
	Significance	0.000

Table 6*Descriptive Statistics and Factor Load of Observation Items*

Observation Item	Mean Value	Standard Deviation	Factor Load
Interaction between PE class and PE teachers A1	4.21	0.961	0.944
Interaction between individual physical training and physical education teachers A2	4.14	0.993	0.93
Interaction between sports clubs and sports teachers A3	4.12	0.975	0.897
Interaction between sports competitions and sports teachers A4	4.13	0.963	0.935
Relationship with PE teachers B1	4.19	0.941	0.952
Relationship with sports club instructors B2	4.11	1.001	0.949
Sports ground equipment support C1	4.08	1.005	0.965
Physical education courses, activities and competitions support C2	4.15	0.947	0.869
Sports participation D1	4.23	0.897	0.963
Motor skills D2	4.24	0.905	0.958
Good health D3	4.25	0.89	0.958
Mental health D4	4.23	0.886	0.945
Social adaptation D5	4.2	0.918	0.949
Lifelong sports awareness D6	4.22	0.916	0.94

Discussion and Analysis

Table 6 displays the factor loads for various components, including physical education class, individual physical training, sports club, sports competition, and teacher interaction, with corresponding values of 0.944, 0.93, 0.897, and 0.935, respectively. The study demonstrates that the interaction between PE teachers and students is the primary factor in classroom teaching, with PE competition being of secondary importance. Teacher-student interaction is an integral aspect of college education and teaching. Thus, it is essential to continuously improve the willpower of present-day college students.

Additionally, it is important to promote the active participation of college students in physical training to enhance their physical fitness, enjoy sports activities, and develop their willpower. Additionally, teachers should actively offer students high-quality and scientifically based sports guidance and increase the frequency of teacher-student interaction outside of regular class hours. Sports clubs or associations should be utilised to promote the development of campus sports culture, enhance students' extracurricular activities, foster a habit of engaging in sports, and cultivate positive character traits among college students (Karminskaya & Islamutdinov, 2021).

Perception of Sports Teacher-student Interaction and Sports Learning and Development Support

The perception of sports learning and development support indicates that the support load of sports facilities and equipment is 0.964, suggesting a significant impact on

the teacher-student interaction. The primary components of university sports learning and development support include assistance with sports pitch equipment, ideological and political education through sports curriculum, and support for competition activities. Sports ground equipment is essential for the effective implementation of ideological and political education in sports courses. In schools lacking material resources, the improvement of sports venues and equipment is delayed. Physical education teachers can enhance the quality of ideological and political education in physical education courses through effective teacher-student interaction, thereby facilitating students' learning and development and supporting their perception. If the teaching content is not appealing to students, they are less likely to engage in classroom interaction,

Timely and appropriate increases in students' interest without deviating from the teaching content can effectively enhance students' enthusiasm and interactivity and promote their learning and development support perception level. Sports competition is a valuable educational activity that can be incorporated both during and outside of classroom hours (Kamid et al., 2020). Physical education teachers can use the syllabus and teaching schedule to organise sports competitions in the classroom. This approach serves to engage students, foster their interest in sports, and encourage their active participation in these competitions. After the class, the teacher assigns sports competition assignments to the students, motivating them to apply and reinforce the knowledge acquired during the class. The teacher also

requests feedback from the students regarding the impact of the competition. The arrangement and organisation of sports competitions, whether during or outside of class, can enhance teacher-student interaction and facilitate improvement.

Ideological and Political Education of Physical Education Curriculum and Students' Self-harvest Perception

Sports participation (0.962), sports skills (0.957), physical health (0.957), mental health (0.944), social adaptation (0.948), and lifelong sports awareness (0.939) are the factors that can measure the perceived impact of ideological and political education in the physical education curriculum. The highest proportions are for sports participation, then for athletic ability and physical fitness. Mental health, social adaptation, and lifelong sports awareness have lower proportions compared to the other three factors. This indicates that college students have a limited level of self-awareness regarding the ideological and political education provided in physical education courses. College students should not limit their expectations of physical education courses to gaining a sense of participation and basic sports knowledge. They should also prioritise the development of mental health, social adaptation, and lifelong sports awareness (Zhao, Hwang, & Shih, 2021). The perception of teacher-student interaction, teacher-student relationship, student self-gain, and learning and development support all have an impact on the satisfaction of "curriculum ideological and political education."

Cognitive factors, including students' self-perception, perception of learning and development support, and extrinsic factors such as the teacher-student relationship, have significant effects on the overall model. The perception of teacher-student interaction is a primary factor in determining satisfaction with "curriculum ideology and politics." This satisfaction has both direct and indirect impacts, totaling four in number. Currently, students' perceptions of the teacher-student relationship, students' perceptions of personal gains, and students' perceptions of teacher-student interaction all have a significant impact on how satisfied they are with this curriculum during the implementation of the "curriculum ideological and political" reform in universities. Among these factors, the teacher-student relationship has the most significant impact. The essence of "curriculum ideological and political" lies in effective communication and exchange between teachers and students. Establishing a positive interpersonal relationship between them holds significant importance.

Conclusion

Sports facilities and equipment significantly influence teacher-student interaction and the promotion of sports education. This, in turn, fosters a closer relationship between PE teachers and students, as well as among PE teachers themselves. The cultivation of ideological and political education in physical education curriculum resources prioritises participation in sports, followed by sports and physical health. However, mental health, social adaptability, and social cognition in life sports are given less emphasis compared to the other three areas. College students' understanding of ideological and political education in the physical education curriculum is limited. It is crucial to prioritise the significance of physical education classes, enhance teacher-student interaction, and advance the teaching of physical education knowledge and ideological and political education. Physical education teachers should actively provide students with effective exercise guidance, increase teacher-student interaction during after-school physical activities, establish sports clubs and interactive platforms, and accelerate the development of sports culture on college campuses; Physical education teachers should prioritise the learning outcomes of students, regularly update their teaching approaches, and foster positive teacher-student relationships. Furthermore, it is imperative for college students to strive for higher levels of physical activity, enhance teacher-student interaction, cultivate a sense of personal growth, and develop a profound appreciation for the genuine significance of physical education. Teachers in college physical education courses should investigate the various forms of teacher-student interaction, enhance the quality of interaction, and prioritise the internal needs of students.

Therefore, 1) It is recommended to prioritise the central role of the physical education classroom, enhance teacher-student interaction, and facilitate the transmission of sports cultural knowledge and ideological and political education. 2) Physical education teachers should offer effective exercise guidance, increase interaction with students during after-school physical activities, establish interactive platforms such as sports clubs, and expedite the development of campus sports culture; 3) Physical education teachers should prioritise students' learning outcomes, regularly update teaching concepts, and foster positive teacher-student relationships. Furthermore, it is imperative for college students to consistently strive for more advanced exercise objectives, enhance the level of engagement between teachers and students, and enhance their perception of personal growth, thereby gaining a

profound understanding of the genuine significance of physical education. 4) Schools should enhance their commitment to developing physical education programmes, improve the availability of physical education resources, enhance teacher-student interaction through various means, fully incorporate ideological and political aspects into physical education courses, and integrate physical education knowledge with the cultivation of sports values. Simultaneously, it is crucial to emphasise the distinctive features and allure of the physical education curriculum of our time while also fostering

creativity and innovative practices. This approach will invigorate the physical education curriculum and effectively fulfil its role in educating individuals.

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