The Impact of Ideological Education in University Sports on Students' Resilience

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Abstract

To explore the impact of ideological and political education in extracurricular sports activities in universities on students' resilience to setbacks. This article uses the POMS (Profile of Mood States) measurement tool to select 120 college students with high total negative emotional disorder scores (TMD) as the experimental subjects and conducts a 4-month physical exercise guidance experiment on them. The research results show that there are significant differences in various indicators of psychological impact between male and female students in different sports events. Especially in terms of psychological factors such as tension, anger, fatigue, and self-esteem, there are significant differences between male and female students. This may be related to male students preferring to choose basketball or martial arts events, while female students are more inclined to choose physical training and martial arts events. Based on the comprehensive research results, the following conclusion can be drawn planned, organized, and regular sports activities have an effective effect on improving the psychological quality of college students. Sports activities can help students cultivate a resilient and positive mindset, enhancing their resistance to setbacks and difficulties. However, research has also found that gender differences have differences in the psychological impact of sports activities on college students. Different sports may have different psychological impacts on male and female students. Therefore, when carrying out ideological and political education in sports activities, it is necessary to fully consider gender differences and provide students with sports that are suitable for their personality and needs.

Keywords: Psychological Ability to Resist Setbacks; Education Major; Ideological and Political Education; Higher Physical Education Institutions.

Introduction

College students are the reserve forces for national prosperity and national rejuvenation. The fragility exhibited by college students indicates that there is still a gap between them and the expectations given by the times, highlighting the necessity of strengthening setback education. Under the dual requirements of the severity of the real situation and the necessity of improving the resilience of college students to setbacks, it is valuable and in line with practical needs to conduct research on setback education for college students from a precise ideological and political perspective. The increasingly accurate fields of national governance and social management have laid the foundation for the precise development of ideological and political education (hereinafter referred to as ideological and political education), spawned the precise ideological and political model, and provided a perspective for research (Li, 2021). Precision ideological and political education is derived from the universal application of precision thinking and the innovative development of ideological and political education, which conforms to the development laws and requirements of ideological and political education. After the "Targeted Poverty Alleviation" was proposed, the importance of accurate thinking was emphasized on different occasions, pointing out that accurate thinking should be rooted in all work, "focusing on bottlenecks and weaknesses, focusing on precision, and working together". Since the 18th National Congress of the Communist Party of China, precision thinking, represented by practical activities such as Targeted Poverty Alleviation, has been widely used in social governance and has become an important part of the idea of governance. The widespread application of precise thinking has created opportunities and opportunities for the precise development of ideological and political education in universities, which is conducive to promoting the modernization and precise development of ideological and political education (Ai, 2021).

As an important stage for cultivating future pillars of society, universities are crucial for the comprehensive development and mental health of students. However, there are often various challenges and pressures in the study and life of universities, such as academic burden, social pressure, career planning, etc. These factors may lead to students experiencing frustration and psychological

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distress. Therefore, improving students' resilience and helping them actively cope with various difficulties and challenges is crucial for promoting their healthy growth and comprehensive development. In this context, ideological and political education in extracurricular sports activities in universities is gradually receiving attention (Ramírez-Valdivia & Latorre, 2022). Sports activities, as a comprehensive means of promoting students' physical and mental health, not only help to improve their physical fitness and fitness, but also cultivate their willpower, teamwork spirit, and sense of cooperation. As an important part of Socialism with Chinese characteristics education, ideological and political education focuses on cultivating students' correct outlook on life, world outlook and values, helping them set correct life goals and form a positive attitude (Zhang, 2021). Therefore, universities have begun to explore ways to combine sports activities with ideological and political education and improve students' resilience to setbacks through extracurricular sports and ideological and political education. In this educational model, sports activities not only become a way for students to exercise physically and mentally, but also an effective way to cultivate their willpower and psychological qualities. Through extracurricular sports activities, students can not only exercise their bodies, but also exercise their resilience through activities such as teamwork and competitive interaction. However, although the potential of ideological and political education in extracurricular sports activities in universities is widely recognized, its actual effects and impacts still require in-depth research and practice. Therefore, this article aims to explore the impact of ideological and political education in extracurricular sports activities in universities on students' resilience to setbacks (Tuffour & Bunyaminu, 2022). By investigating and analyzing the changes in students' resilience to setbacks after participating in ideological and political education in sports activities, the aim is to provide scientific basis and guidance for educational practice in universities and promote the comprehensive development of students' psychological health. This study selected a total of 300 students from freshman to senior years of physical education major in a certain university of science and technology as the survey subjects. Through a questionnaire survey, the current situation and main types of psychological resilience of physical education major in higher physical education institutions were revealed, and targeted ideological and political education strategies were proposed, providing reference for the effective implementation of ideological and political education work in physical education major in higher physical education institutions in the new era.

Literature Review

Talent is the core element of Comprehensive National Power competition. At present, it is in the era of rapid development of knowledge economy and high-tech. As an important resource, talent plays an increasingly important role in international competition. As a backup force for national construction and development, college students play an important role in strengthening national soft power and improving international competitiveness. On the one hand, the fierce international talent competition urgently requires college students to grow and become talents and take on the great responsibility of national rejuvenation; On the other hand, the identity of college students is like a protective umbrella, which provides them with varying degrees of protection during the process of socialization and fails to receive sufficient experience. In education, emphasis is placed on intellectual cultivation, resulting in low adaptability between their stress resistance and the challenges they face. In the face of complex social environments, fierce competition, and other difficulties, they cannot adopt the correct way to cope. Frustration education is beneficial for improving the resilience of college students, which is an objective need for college students to adapt to fierce competition and is a help for them to follow the path of talent and adapt to the trend of talent competition. Therefore, improving the pressure resistance ability of college students is beneficial for taking the path of talent cultivation, adapting to the new trend of talent competition, and better implementing the strategy of strengthening the country through talent. Research has shown that setbacks mainly stem from aspects such as learning, interpersonal communication, emotions, and employment. With the improvement of living standards and the increase of the proportion of only children, most students have less pressure and setbacks in life, and due to their lack of strong awareness of future work goals, employment setbacks account for about half. Due to the characteristics of the profession, cultural learning and training are the learning themes of physical education majors in sports colleges. Most schools adopt measures such as repeating grades or canceling degrees for students who fail more subjects, resulting in increasingly prominent setbacks in cultural learning such as theoretical knowledge. Sokolova, A. P., and others believe that education is one of the largest markets driving the implementation of 'BYOD with its own devices'. The BYOD model originated in universities and was stimulated by technologically advanced students and educational entity managers who made demands and

agreed that the subsidy for using personal devices to access the network was a competitive advantage. Nowadays, this concept has attracted great attention. People rely on their personal devices and hope to have the opportunity to use them anywhere to make their lives simpler and more efficient. With the increasing implementation of BYOD, teachers have identified new methods for integrating mobile devices into learning. The use of personal mobile devices by students for learning seems attractive to universities as these devices will help reduce expenses and support teaching (Sokolova et al., 2021).

Table 1

Results of Each Indicators in the Experimental and Control Groups

Group		Experimental Group (N=60)	Control Group (N=60)
		M±SD	M±SD
TMD	Before the experiment	280.78±45.67	277.65±51.70
	After the experiment	244.20±48.76***	280.91±52.06
tense	Before the experiment	51.98±13.31	51.35±13.26
	After the experiment	47 .78±20 .14**	51.87±12. 99
fatigue	Before the experiment	52.98±12.75	52.69±13.04
	After the experiment	48.10±9.53**	52.91±12.79
anger	Before the experiment	53.39±12.46	52.95±12.74
	After the experiment	47.66±10.02***	53.48±12.56
depressed	Before the experiment	55.21±12.79	54.86±12.98
	After the experiment	49.44±9.95***	55.54±13.13
energy	Before the experiment	41.77±10.26	43.05±10.33
	After the experiment	48.95±10.05***	42.76±9.99
Panic	Before the experiment	54.85±13.51	55.05±13.49
	After the experiment	48.83±11. 09***	56.84±13 .51
self-esteem	Before the experiment	45.85±11.21	46.20±10.86
	After the experiment	48.66±10.35**	46.05±10.74

Note: * indicates P<0.05; ** Represents P<0.01; *** Indicates P<0. 001.Similarly, hereinafter.

Research Methods

Research Subjects

After obtaining the consent of 2020 undergraduate students from a certain technical university, the research group signed an agreement to participate in the sports option class (which stipulates that participants must adhere to participating in one semester of extracurricular physical exercise). Then, all students who voluntarily registered were measured using the POMS scale, and individuals with a total score of negative emotional

disorder higher than the norm of college students were selected. Finally, 60 students (30 males and 30 females each) were selected as the experimental group of this study, and 60 students (30 males and 30 females each) from the regular sports option class were selected as the control group of this study (Gat, Warganegara, & Kosasih, 2021).

Methods

Research tool Jane

This scale was revised by Professor Zhu Beili of East China Normal University in 1994, using a 5-level scale method to answer questions (from almost no to very few, corresponding to 0-4 points, total emotional disorder (TMD)). The calculation method is to use the scale answer statistics to add up the scores of 5 negative emotions to the total score, subtract the total score of 2 positive emotions, and add a correction value of 100 to obtain the final score. According to the norm, scores greater than 280 are classified as high groups, and scores less than 200 are classified as low groups. Its reliability ranges from 0.60 to 0.80, with an average of 0.70; The validity of the scale is tested by measuring the scores of excellent athletes and average athletes and comparing their scores. The results indicate that the validity of the scale is high (Azonuche, 2021).

Research steps

According to the preferences and requirements of the selected students, they will be divided into martial arts classes, basketball classes, and physical classes. Each training session will include some simple psychological training (such as confidence training) for a period of 4 months, 3 times a week, each lasting 1.5 hours. After the training, the experimental group and control group will be separately measured for POMS, and SPSS statistical software will be used for statistics.

Results and Analysis

Comparison of Scores of Psychological Indicators among College Students before and after the Experiment

The research results indicate that there is no significant difference in the scores of the control group before and after the experiment, but there are significant differences in the indicators of the experimental group (martial arts class, basketball class, and physical class) before and after the experiment (Table 1). By calculating the efficiency scale (ES) that represents the effectiveness of physical exercise, the impact of physical exercise on various indicators can be seen. The calculation of efficiency scale is to test the significance of the differences between the experimental group and the control group using the mean and standard deviation, i.e. Es= (M experimental group - M control group)/SD control group. For ease of understanding, Es below 0.39 indicates low efficiency, 0.40-0.69 indicates medium efficiency, and over 0.70 indicates high efficiency (Zakharova et al., 2021).

The results of this experiment indicate that the Es of TMD is 0.70; The tense Es is 0.32; Angry Es is 0.47; The Es of fatigue is 0.39; The Es of depression is 0.40; The Es of energy is 0.62; The panic Es is 0.58; The Es of self-esteem is 0.24 (Table 1). The experimental class used chronic physical exercise to measure the physiological and psychological indicators of anxiety before and after the experiment and obtained an Es of 0.56 (N=138). It is believed that extracurricular physical exercise has a moderate efficiency in reducing anxiety; The experimental class used aerobic exercise and measured the Es values (all N=20) using POMS: nervousness ES=0.32, anger ES=0.18, fatigue ES=0.27, depression ES=0.28, energy ES=0.40, panic ES=0.40, and self-esteem ES=0.56. The calculated Es above also indicates that planned extracurricular physical exercise has varying degrees of effects on TMD, as well as tension, anger, fatigue, depression, energy, panic, and self-esteem.

The Impact of Extracurricular Physical Exercise Methods on Psychology

The experimental group was tested and analyzed based on different exercise methods, and the results showed that compared before and after the experiment, different sports had different effects on students' psychological indicators. Among them, basketball has significant significance for all indicators, except for psychological self-esteem indicators. Martial arts have significant significance for all indicators, except for psychological stress indicators. Physical training exercises have significant effects on other indicators, except for psychological anger indicators (Table 2).

According to the calculation of Es, the higher Es in martial arts appear in TMD (0.65), energy (0.52), and panic (0.59); Lower Es appeared in areas such as tension (0.10) and self-esteem (0.21); In basketball, higher Es appear in TMD (0.71) and panic (0.54); Lower Es appeared in areas such as self-esteem (0.16); In physical training, higher Es appeared in TMD (0.80), energy (0.64), and panic (0.61); Lower Es appeared in areas such as self-esteem (0.32) (Table 3, Figure 1).

Table 2

Results of the Experimental Groups and Control Groups with Different Activity Modes

Group		Martial Arts Group (N=13)	Basketball Team (N=25)	Body Group (N=22)	Control Group (N=60)
		M±SD	M±SD	M±SD	M±SD
TMD	Before the experiment	281.36±45.01	280.91±45.78	280.05±45.67	277.65±51.69
	After the experiment	247.69±42.06***	244.36±48.67***	239.69±48.07***	280.91±52.05
tense	Before the experiment	51.87±13.43	52.05±13.75	51.69±13.04	51.35±13.25
	After the experiment	50.69±14.33	45.86±21.25**	46.35±21.33**	51.87±12.99
fatigue	Before the experiment	52.63±12.69	52.34±12.80	53.67±12.71	52.69±13.03
	After the experiment	48.03±9.33**	49.02±9.55*	46.89±9.24**	52.91±12.78
anger	Before the experiment	54.02±13.69	56.77±12.03	48.98±12.32	52.95±12.74
	After the experiment	47.21±9.82**	47.82±10.10***	47.85±10.01	53.48±12.56
depressed	Before the experiment	55.33±12.78	53.31±12.80	57.66±12.76	54.86±12.97
	After the experiment	49.44±9.95***	49.62±10.05**	48.86±9.87***	55.54±13.13
energy	Before the experiment	41.77±10.25	42.55±10.11	40.76±10.98	43.05±10.33
	After the experiment	47.95±10.12***	49.60±10.07***	49.20±10.02***	42.76±9.99
Panic	Before the experiment	55.23±13.50	55.75±13.65	53.69±13.31	55.05±13.48
	After the experiment	48.83±10.99**	49.22±11.09**	48.42±11.09**	56.84±13.50
self-esteem	Before the experiment	45.85±11.20	46.75±11.12	44.89±11.02	46.20±10.85
	After the experiment	48.66±10.25*	47.76±10.45	49.48±10.12**	46.05±10.73

Table 3

Efficiency Scale of Experiments on Various Psychological Indicators (Es)

Group	Total ES	Martial Arts	Basketball	body
TMD	0.70	0.65	0.71	0.80
tense	0.32	0. 10	0.57	0.42
fatigue	0.39	0.40	0.30	0.49
anger	0.47	0.51	0.46	0.47
depressed	0.40	0.41	0.38	0.44
energy	0.62	0.52	0.86	0.64
Panic	0.58	0.59	0.54	0.61
self-esteem	0.24	0.21	0. 16	0.32

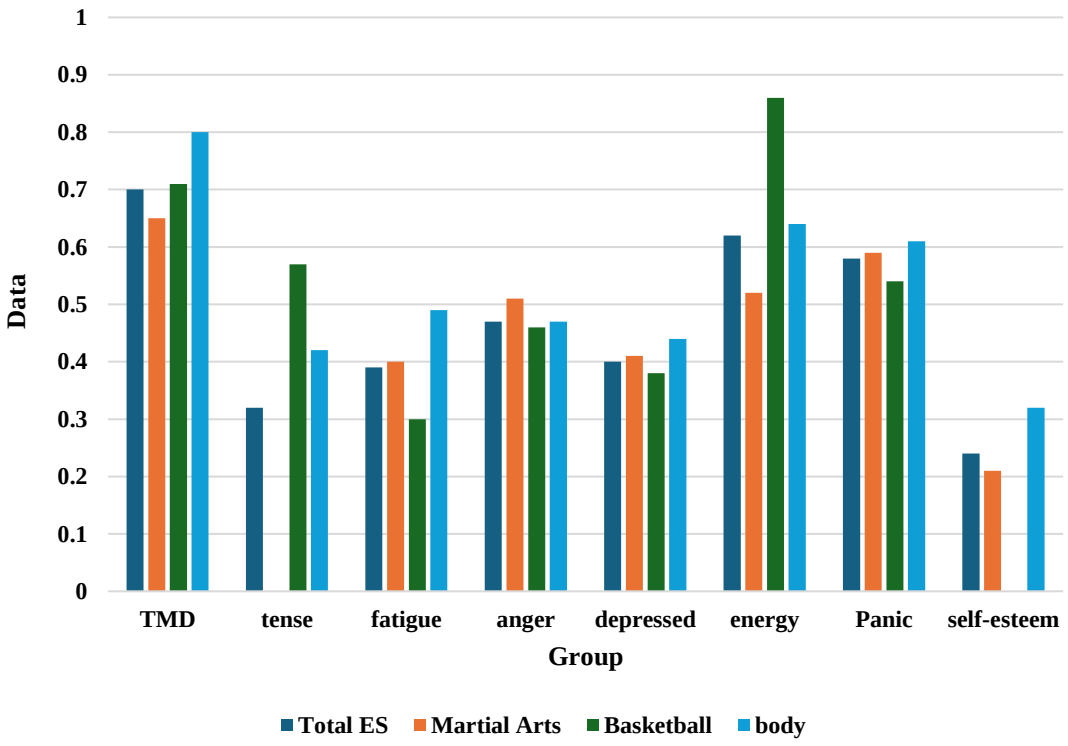

Figure 1: Experimental Efficiency (Es).

Gender Differences in the Psychological Effects of Extracurricular Sports Activities

Table 4

Results of Each Indicators in the Experimental Group

Group		Men's Group (N=30)	Women's Group (N=30)
		M±SD	M±SD
TMD	Before the experiment	282. 18±47.54	280.40±45.69
	After the experiment	244.46±46.55***	243.94±44.68***
tense	Before the experiment	52.08±13.78	51.86±13.05
	After the experiment	45.89±21.23***	49.67±21.33*
fatigue	Before the experiment	52.40±12.91	53.56±12.73
	After the experiment	49.22±9.72*	46.98±9.25***
anger	Before the experiment	56.80±12.06	50.98±12.34
	After the experiment	47.85±10.08***	47.47±10.02*
depressed	Before the experiment	54.35±12.78	56.07±12.77
	After the experiment	49.66±10.05**	49.22±9.87***
energy	Before the experiment	42.55±10.07	40.98±10.33
	After the experiment	49.60±10.06***	48.30±9.99***
Panic	Before the experiment	55.75±13.70	53.93±13.31
	After the experiment	49.24±11. 16***	48.42±11.07***
self-esteem	Before the experiment	46.69±11.20	45.01±11.05
	After the experiment	47.80±10.65	49.52±10. 11**

The research results indicate that different sports have different psychological effects on male and female college students. Research has found that among the various indicators of psychological impact of different sports, the most significant differences between men and women are in the psychological aspects of tension, anger, fatigue, and self-esteem (Table 4). This may be related to male students' preference for basketball or martial arts events, while female students' preference for physical training and martial arts events.

Discussion

The high school physical education classroom is an effective place for anti-setback psychological education. In the process of teaching physical education, teachers should reasonably analyze and explore students, fully understand the personality characteristics of each student, and adopt different forms of anti-setback psychological education for different students to improve the effectiveness of education. At the same time, teachers should respect the individual differences of each student, treat each student equally, and lay the foundation for students to establish a correct learning attitude. For example, when facing extroverted students, teachers can effectively carry out psychological education on resistance to setbacks based on their optimistic and cheerful but arrogant characteristics (Ballesteros-Rodríguez et al., 2022). By setting higher goals, teachers can guide students to establish a humble attitude, encourage them to change their own shortcomings, and humbly learn useful knowledge. When facing introverted students, teachers can carry out anti-setback education based on their characteristics of being silent and unwilling to communicate with others. When conducting anti setback education, they should adopt a tactful form, and through insinuation, help students establish a firmer belief. When facing setbacks, they should not be afraid of difficulties, and improve the effectiveness and enthusiasm of learning (Leisyte, Van der Steen, & Enders, 2008). Different students have different personalized characteristics. Only by conducting in-depth analysis of each student and understanding their characteristics can teachers effectively choose the form of resilience education, thereby improving the effectiveness of education. In the process of carrying out resilience education, teachers should adopt diversified methods, adopt effective methods for different students, and teach according to local conditions and aptitude, in order to achieve better results.

The content of high school physical education teaching is quite extensive, and the factors that cause students to feel frustrated are also complex. Teachers should establish different teaching objectives based on students' characteristics and learning levels, so that the teaching objectives can meet students' learning needs, bring beneficial learning experiences to students, reduce setbacks, and provide positive psychological education against setbacks. For example, teachers can divide the entire class of students into 5 groups based on their specific learning situation and sports skills. When learning about a particular area of knowledge, they can set group goals based on the students' different abilities, allowing them to effectively complete learning tasks through their own efforts, rather than having the entire class complete a task together. Because if the whole class completes a task together, for students with high learning ability, they may complete a goal in a short period of time, while for students with low learning ability, it may take a long time and may not necessarily be able to complete the task, which can easily lead to frustration for students with low learning ability. Therefore, teachers should treat students differently, grouping them according to their learning level, effectively setting teaching goals, avoiding unnecessary setbacks for students, thereby reducing frustration and achieving the goal of positive setback education (Yudianto et al., 2021).

Lateral anti setback psychological education is also a very effective form of mental health education. To some extent, lateral anti-setback psychological education may achieve better results than positive anti-setback psychological education. Therefore, in high school physical education teaching, teachers should reasonably design a setback environment, cleverly carry out anti setback psychological education from the side, lay a solid foundation for students to better understand and correct mistakes, and cultivate a resilient spirit. For example, in high school physical education teaching, teachers can intentionally set up some obstacles and create an environment for setbacks, in order to achieve the goal of lateral anti setback education. If we can persist in outdoor classes in snowy weather and scorching sun, we can cultivate students' courage to overcome difficulties. When teaching a certain action, it is advisable to set up prone error points for students, allowing them to better analyze and explore the action through their own mistakes, thereby avoiding errors in the action and improving their ability to resist setbacks. For example, in the teaching of endurance running, obstacles should be reasonably set on the track to create a good setback environment for students, in order to guide them to establish confidence and patience, hone their character, and enhance their psychological ability to resist setbacks from the side (Chen & Cheng, 2021).

The power of role models is very great. In high school physical education, teachers can reasonably use chart style teaching to stimulate students' learning enthusiasm, increase students' understanding of setbacks, and enhance their ability to resist setbacks. For example, when learning about putting shot put, there is a movement of sticking the shot to the jaw. Many students are unwilling to follow the requirements due to fear of dirt and cold. At this time, teachers should use the power of role models to teach (Ross, Legg, & Wilson, 2021).

Conclusion

Extracurricular sports activities are an important component of school sports work and an important way to achieve the goals and tasks of school sports. After studying the impact of ideological and political education in extracurricular sports activities in universities on students' resilience, the following conclusions are drawn:

1. Ideological and political education in extracurricular sports activities in universities can significantly improve students' ability to resist setbacks. By participating in ideological and political education in sports activities, students exhibit a more positive, resilient, and optimistic attitude when facing setbacks and difficulties. The participation in sports activities promotes students' physical exercise and teamwork, cultivates their willpower and self-confidence, and thus enhances their ability to resist setbacks.
2. There are differences in the psychological impact of sports activities on students: different sports activities may have different psychological impacts on students. For example, boys participating in basketball or martial arts events and girls participating in physical training and martial arts events exhibit differences in psychological aspects such as tension, anger, fatigue, and self-esteem. Therefore, when carrying out ideological and political education in sports activities, it is necessary to provide suitable sports events based on students' interests and characteristics, in order to better exert their positive impact on psychology.

In summary, ideological and political education in extracurricular sports activities in universities has a positive impact on students' resilience to setbacks. By participating in sports activities, students can improve their psychological quality and better cope with difficulties and challenges in learning and life. However, it is necessary to pay attention to the differences in students' psychology caused by different sports events. Therefore, when implementing ideological and political education in sports activities, it is necessary to comprehensively consider students' personalities and needs in order to achieve better psychological impact effects. This conclusion has important guiding significance for the organization and management of educational practice and extracurricular sports activities in universities.

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