

Analysis of Learning Behavior and Influencing Factors of Sports Technical Secondary School Students

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Abstract: ***Objective:** To study and analyze the learning behavior and influencing factors for cultural courses among students in sports technical secondary school. **Methods:** Students in the Kashi sport technical secondary school were the research subjects. A questionnaire was distributed to survey and analyze the the learning behavior and influencing factors for cultural courses. **Results:** 230 students were enrolled in the study. The students generally came from families with multiple children, with parents generally having lower education and cultural levels. Most students recognized the role of cultural courses, the teaching of cultural courses in schools, and the teaching of cultural course teachers. Students' learning attitudes and behaviors in cultural courses were significantly positively correlated with their academic performance in cultural courses ($P < 0.05$), while students' interest in cultural courses was significantly positively correlated with their learning attitudes and behaviors ($P < 0.05$). Additionally, the cultural course teachers' work attitude and care for students were significantly positively correlated with students' interest in cultural courses ($P < 0.05$). **Conclusion:** We should pay more attention and care to the life and cultural courses learning for sport technical secondary school students. With multiple measures, it can increase students' interest in cultural courses, improve learning behavior, and enhance the teaching effectiveness of cultural courses.*

Keywords: Learning behavior, Influencing factors, Sports technical secondary school students.

1. Introduction

Sports technical secondary schools play an important role in cultivating sports professionals (1). However, while emphasizing the training of sports professional skills, the learning situation of cultural courses is often overlooked or faces many challenges. It would affects the healthy growth of young athletes (2). Good cultural literacy is of great significance for the comprehensive development, future academic advancement, and career development of students in sports vocational schools (3). Thoroughly analyzing the learning status and influencing factors of cultural courses can help propose targeted improvement strategies and promote the healthy development of physical education in secondary vocational schools.

We used a questionnaire to investigate the general situation of sports technical secondary schools, their learning situation in cultural courses, learning attitudes and behaviors, the teaching and work situation of cultural course teachers, and their expectations for further education and career development. And then, we analyzed and grasped the learning situation and influencing factors of cultural courses for sports technical secondary school students, and provide useful suggestions for improving the learning of cultural courses for sports vocational school students. With our study, it would improve the students cultural quality, and cultivated well-rounded sports talents.

2. Method

2.1 Questionnaire Survey

Questionnaires were used to investigate the learning situation and influencing factors of sport technical secondary school students' cultural courses in kasha sport technical secondary school. When informing the students about the questionnaire,

we explained the purpose of the survey, emphasizing that participation was voluntary and that responses were confidential. Then we distributed paper-based questionnaires to high school students in kasha sport technical secondary school. The questionnaire contained 19 questions. Questions 1 to 8 were used to investigate the participants' characteristics. Questions 9 to 19 were Likert-scale questions designed to investigate the participants' the learning situation and influencing factors of students' cultural courses. The the Likert scale was ranged from 1 (strongly disagree) to 5 (strongly agree) (Table 1). After collecting the questionnaire, we checked if the information is complete, and then enter the data by two people.

2.2 Statistical Methods

Statistical analysis was performed using SPSS 25.0 software. Pearson correlation analysis was used to analyze the correlations between various dimensions in the questionnaire. $P < 0.05$ and correlation coefficient (r value) > 0.4 was considered to be statistically significant.

3. Results

There were 230 participants, including 188 men and 42 women (Figure 1 A). The age was ranged from 15 to 18 years old. Among the participants, there were 130 in their first year, 66 in their second year, and 34 in their third year (Figure 1B). 214 participants were not only child in their family, 16 participants were only child in their family (Figure 1C). A total of 176 survey participants reported that the major they were studying was their own choice, while 50 participants reported that their parents chose the major for them. 4 participants reported that this major was adjustment for them (Figure 1D).

A total of 140 participants indicated that their parents' educational level were junior high school. 30 participants'

reported that their parents' educational level were primary school education, while 2 participants' parents were illiterate. Only 48 participants' reported that their parents' educational level were high school, while 10 participants' parents were college degree or above (Figure 2 A). 66 participants' homes were in the city. Meanwhile, 36 participants' homes were in county town, 32 participants' homes were in town. A total of 96 participants' homes were in village (Figure 2 B). 112 participants' parents were farmer. 46 participants' parents were worker. Meanwhile, 60 participants' parents were self-employed person. 10 participants' parents were doctor, teacher, civil servant. The occupation of 2 participants' parents were other (Figure 2 C).

Most of the students strongly agreed or agreed that their family was very concerned about cultural courses studies. Most of the students strongly agreed or agreed that learning the knowledge of cultural courses will be very helpful for my future work and life. More than half of the students strongly agreed or agreed that they were really enjoying for taking cultural classes. More than half of the students strongly agreed or agreed that the cultural course teacher was very serious in teaching, meanwhile the cultural course teachers actively cared about their learning and life. More than half of the students strongly agreed or agreed that the physical education courses and training promoted their learning of cultural course, they had a clear goal of continuing my education and very clear career development goals (Figure 3).

The students' interest in cultural courses were closely related to their learning attitudes and behaviors (Figure 4, $P < 0.05$, $r > 0.4$). The students' interest in cultural courses was significantly positively associated with the work attitude of cultural teachers and their concern for students (Figure 4, $P < 0.05$). Furthermore, the students' interest in cultural courses was closely related to if they had very clear career development goals (Figure 4, $P < 0.05$, $r > 0.4$). The students' grades in cultural courses were significantly positively associated with the study attitude and behavior in cultural courses (Figure 4, $P < 0.05$, $r > 0.4$).

Table 1: The content of the questionnaire.

Items	Answer options
1. Gender	Male/Female
2. Age	
3. Grade	Year 1/2/3
4. Are you an only child	Yes/NO
5. What is the occupation of your parents	Displayed in Figure 1
6. What is the highest education level of your parents	Displayed in Figure 1
7. The region where your family is located	Displayed in Figure 1
8. The reason for studying this major (sports) is	Displayed in Figure 1
9. My family is very concerned about my cultural courses studies	Likert scale answer options
10. Learning the knowledge of cultural courses will be very helpful for my future work and life	Likert scale answer options
11. I really enjoy taking cultural classes	Likert scale answer options
12. My grades in cultural classes are very good	Likert scale answer options

- 13. I will preview my cultural courses in advance Likert scale answer options
- 14. I study very seriously in the cultural class Likert scale answer options
- 15. The cultural course teacher is very serious in teaching Likert scale answer options
- 16. The cultural course teacher actively cares about my learning and life Likert scale answer options
- 17. My physical education courses and training have promoted my learning of cultural courses. Likert scale answer options
- 18. I have a clear goal of continuing my education Likert scale answer options
- 19. I have very clear career development goals Likert scale answer options

Notes: Likert scale answer options: The answer options ranged from (1) strongly disagree to (5) strongly agree (Strongly Disagree / Disagree / Neutral / Agree / Strongly agree).

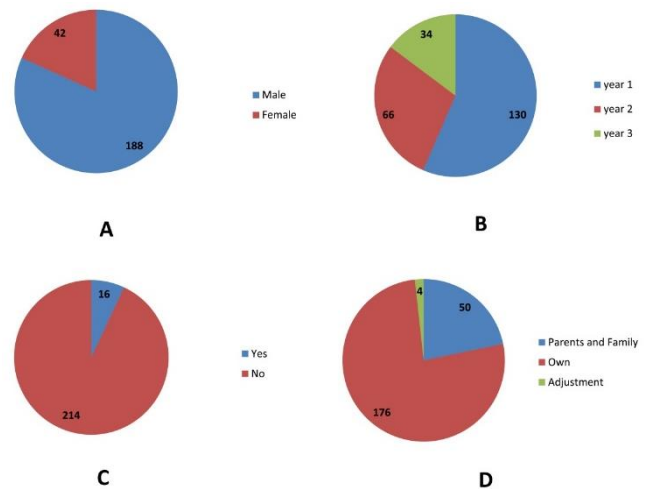


Figure 1: Personal characteristics of the questionnaire survey participants (n=230)

Notes: A, Gender characteristics of the participants; B, Grade characteristics of the participants; C, Whether or not an only child of characteristics for the participants; D, Reasons for choosing this major for the participants.

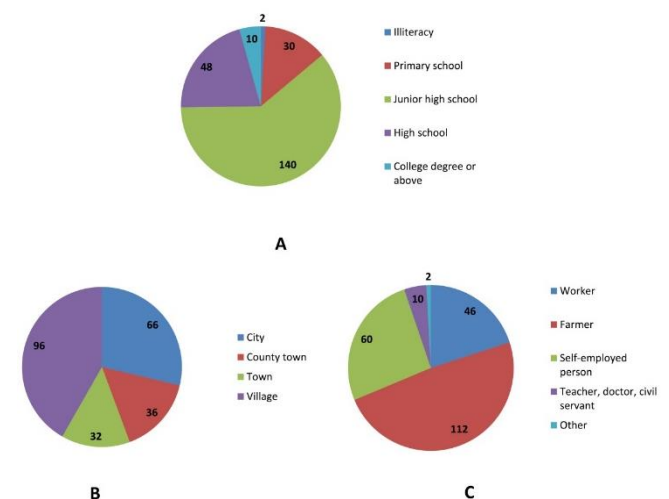


Figure 2: Family characteristics of the questionnaire survey participants (n=230)

Notes: A, Parents' educational level characteristics of the participants; B, The region where the family is located characteristics of the participants; C, Parental occupation characteristics for the participants.

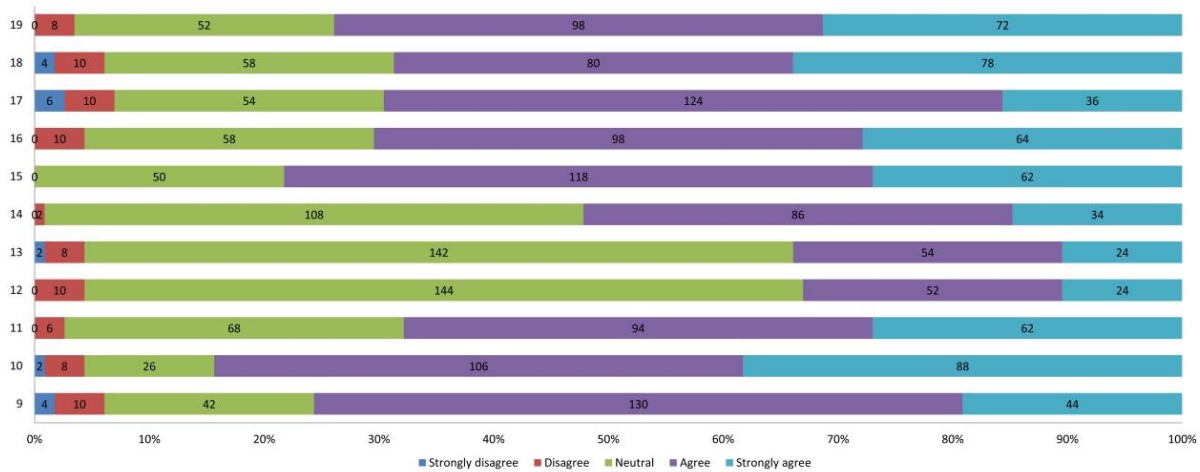


Figure 3: Students and their families' perception for learning cultural courses, performance of cultural teachers and future work and study plans (n=230).

Notes: The 10 items in the questionnaire were rated on a scale from strongly disagree to strongly agree. The full descriptors are displayed in Table 1. The numbers of respondents are shown in the corresponding areas.

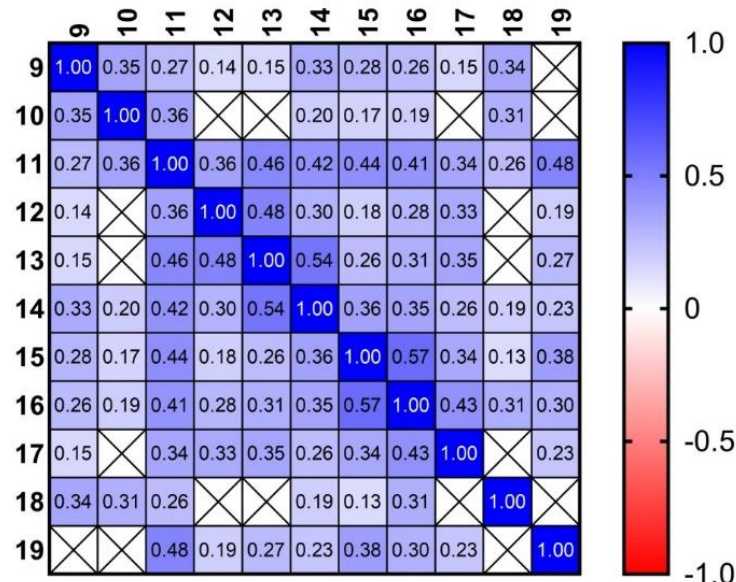


Figure 4: Correlation among Students and their families' perception for learning cultural courses, performance of cultural teachers and future work and study plans.

Notes: Analyzed by Pearson correlation among item9 to item 19 in table 1 (P<0.05 or P<0.01). The figure in the grid is the r value. The symbol "x" indicated that the P value for the grid is >0.05.

4. Discussion

Our research found that sport technical secondary school students generally came from families with multiple children, with parents generally having lower education and cultural levels, and poor family economic conditions. There is no doubt that the family environment and upbringing environment have a significant impact on students' mental health, learning attitudes, and behaviors (4). More than half of the students came from rural and township areas. This requires the government, education management departments, schools, and teachers to increase their attention to relevant students, clarify their daily learning and living needs, pay attention to the difficulties they encounter in daily life and learning, pay attention to their mental health, and actively take effective help and guidance measures for the students. For the study of cultural courses for relevant students, we should make useful and targeted teaching measures, plans to improve the learning effectiveness of cultural courses for students who

come from ordinary families with insufficient cultural atmosphere since childhood.

Our study found that most students recognized the role of cultural courses, the teaching of cultural courses in schools, and the teaching of cultural course teachers. Most students also recognized that physical education courses and training promote their learning of cultural courses. This suggests that there is an inherent need and motivation for sport technical secondary school student to study cultural courses. Meanwhile, effective measures need to be taken to further enhance their learning enthusiasm and improve their learning behavior. We need to improve the learning mode and curriculum arrangement of cultural courses (5, 6). In addition, it is necessary to develop a scientific training plan that combines cultural studies with physical education training (6).

Classroom teaching activities are a two-way interactive activity between teachers and students. The characteristics of

teachers' appearance, personality, morality, professional ethics, and interpersonal skills play a direct or indirect guiding role in students' values, outlook on life, and worldview, which can stimulate students' active learning and ultimately affect teaching effectiveness. Meanwhile, the care and encouragement from teachers can greatly promote students' active learning (7, 8). Our study found that students' learning attitudes and behaviors in cultural courses were significantly positively correlated with their academic performance in cultural courses, while students' interest in cultural courses was significantly positively correlated with their learning attitudes and behaviors. Additionally, the work cultural course teachers' attitude and care for students were significantly positively correlated with students' interest in cultural courses. This suggests that cultural course teachers' with serious teaching, good teacher ethics and care for students can effectively promote students' interest in learning and learning outcomes. Therefore, we should strengthen the training of cultural teachers in sports schools, establish practical and effective teacher training and assessment systems, and make a high-quality teachers team with always cares for students' growth, and are teaching seriously.

Our study found that the students' interest in cultural courses was closely related to their career development goals. Previous study Research had found that helping students in sports schools broadened their horizons and planed their careers early could effectively help them clarify their learning goals and increase their interest in learning (9). We should explore the establishment of career planning courses and training activities in sport technical secondary schools. In that case, students can clarify their personal development goals and learning objectives in advance, effectively enhancing their learning interest and enthusiasm.

5. Conclusion

We should pay more attention and care to the life and cultural courses learning for sport technical secondary school students. With multiple measures, it can increase students' interest in cultural courses, improve learning behavior, and enhance the teaching effectiveness of cultural courses.

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