

The Quality Teaching and Learning Satisfaction on Physical Education Courses Among Students in A Government University in Guangdong, China

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Abstract: Through literature survey, questionnaire survey and other methods, this paper studies and analyzes the influence of PE teaching quality on students' learning satisfaction and the existing problems, hoping to understand the current situation of students' satisfaction with PE courses in Guangdong University of Science and Technology, find out the existing problems, and analyze the main factors affecting PE curriculum satisfaction in Guangdong University of Science and Technology. It provides a basis for Guangdong University Science and Technology to optimize the learning and teaching level of PE courses, and provides a certain experience and theoretical basis for promoting the deepening reform of physical education courses in Chinese universities.

Keywords: Government university, Physical education courses, Teaching and learning satisfaction.

1. Introduction

This study intends to track down the impact of quality teaching on the satisfaction of the students in the light particularly the effects of ongoing efforts to improve students' learning in various Physical Education courses offered by the institution. It will describe an improved series of indicators to assess student learning through the teaching qualities rendered by the faculty of physical education. The criterion, teaching quality will be associated with the student satisfaction as they receive instruction in the institution of higher learning. Of special interest is a critical review of current teaching qualities and their use in probing the student satisfaction.

Taking physical education courses has become the main topic in the country for the last decade. As an expansion of enrollment and stretching of higher learning institutes continue to increase, consequently, there is an increasing need to understand factors that affect satisfaction of students with learning. This study will explore the relationship between teaching qualities in Physical education courses and student satisfaction. The current study is a necessary activity since most students who enrolled for the program are there for a purpose. While satisfaction varies with students, others get satisfied with personality grooming, personal values and psychological needs. This study focuses on the factors impacting teaching quality and other dimensions associated with student satisfaction as they are academically associated to their schooling in the Physical education program, hence this study.

2. Statement of the Problem

This study assessed the quality teaching of Physical Education (PE) courses that could lead to the learning satisfaction of students in Guangdong Province, which can then be used as the basis to optimize the learning and teaching level of PE courses.

Specifically, it provided answers to the following problems:

1. What is the profile of the student - respondents in terms of ;
 - 1.1 sex,
 - 1.2 age,
 - 1.3 grade level, and
 - 1.4 sports engaged in ,and
 - 1.5 frequency of sports involvement?
2. What is the assessment of the student-respondents on the impact of quality teaching in PE in terms of:
 - 2.1 active involvement of students,
 - 2.2 impact of teacher knowledge,
 - 2.3 healthy learning environment, and 3.4 instructional materials?
3. Is there a significant difference in the assessment of student-respondents on the level of PE quality teaching when their profile is taken as test factor?
4. What is the assessment of the student- respondents on the extent of learning satisfaction in PE courses in terms of:
 - 4.1 student services factors,
 - 4.2 instructional factors, and
 - 4.3 academic factors ?
5. Is there a significant difference in the assessment of student- respondents on the extent of learning satisfaction with teaching of PE courses when their profile is taken as test factors?
6. Are there significant relationship between the assessed level of PE quality teaching and the extent of student learning satisfaction?
7. Based on the findings of the study, what program may be proposed for optimized professional development among Physical Education teachers?

3. Significance of the Study

The study would be beneficial to the following persons and or agencies:

Students. This study can help college student improve their satisfaction with qualities of teaching on PE courses delivered by the subject University, so as to treat PE courses more actively.

Physical Education Teachers. This research is helpful for teachers to understand sustain level of students' perspective on the merits of PE courses for rechanneling their energies in right path. Awareness of the students' views will provide basis for improving teaching content and teaching quality in the future.

School Administrators. The current research could allow school heads managers to increase students' interest in school PE courses offerings and focus on PE teachers' competencies. Compared with the previous direct administrative orders, sports culture can implicitly improve the satisfaction of college PE students with theoretical teaching.

Future researchers. This study will be the bases for future studies specifically attaining quality Physical Education teaching of various courses enhancing and prompting to focus on motivation towards learning satisfaction of the teaching qualities advocated by the schools.

4. Scope and Delimitation of the Study

This study explored the impact of quality teaching on PE courses that could sustain students' learning satisfaction in Guangdong University of Science and Technology.

Specifically, the study determined the extent of assessment on dimensions of teaching quality with regards to active involvement of students, impact of teacher knowledge, healthy learning environment, and instructional materials. From four dimensions, this paper explored on the impact of quality teaching on the students' learning satisfaction. It provided reference for navigating students profound regard for PE courses offered at Guandong University of Science and Technology.

The respondents of the study were Grade 1 to Grade 3 PE college students from Guandong University of Science and Technology. They were drawn randomly using the Qualtrics calculator for sample distribution. , teachers and schools in general .

5. Research Hypothesis

This study tested the following hypotheses at 0.05 level of significance.

Ho1: There is no significant difference in the assessment of student respondents on the level of teaching quality when their profile is taken as test factors.

Ho2: There is no significant difference in the assessment of student - respondents on the extent of student satisfaction when their profile is taken as test factors.

Ho3 There are no significant relationship in the assessment of the student - respondents on the level of teaching quality and the extent of student learning satisfaction.

6. Related Literature

Quality Teaching

The college sports teaching regards students as the main body, and its main focus is Physical education and sports activities (Xue,2018).He considered that College sports culture is an important link to cultivate students' lifelong physical exercise habit. Gui(2020) said that college sports culture was a kind of culture which had educational influence on people in college students' sports activities. It is not only the main content of exercising students' body, but also an important way to establish spiritual civilization. College sports culture is a collective culture carried out by students as

the main body of activities(Yu et al.,2021).The above studies put the focus of sports culture on college students, but they ignored the important participants of sports culture including teachers and other groups. Some studies have also included teachers in the discussion. Taking the campus as the specific environment, college sports culture aims at cultivating good college students, which is the sum of sports material wealth and sports spirit wealth created by teachers, students and sports staff(Chen,2019).Chu(2022) said that this culture was the culture of sports spirit, sports material, sports system and sports behavior produced by teachers and students in colleges and universities in sports practice, and this culture was also affected by the external environment.

According to Le &Zhou(2022), colleges and universities actively used new media resources to spread sports culture, which could strengthen students' understanding of sports and improve the level of sports development.

Satisfaction with sports teaching

Teaching satisfaction refers to the feelings of college students in the process of receiving education. The main body of students' learning includes teachers' behavior, students' behavior, teaching objectives, teaching contents, teaching methods and teaching psychological environment, so as to comprehensively understand students' views(Ye,2019).The degree of satisfaction of graduate students in classroom teaching refers to the feeling of happiness or disappointment formed by graduate students when they participate in classroom teaching activities in fixed teaching time and teaching place and compare their needs or wishes for teachers' teaching and their own learning with their actual feelings(Liu,2020).The degree of classroom teaching satisfaction of college students in Tibet can reflect the degree of students' satisfaction with the classroom teaching effect of colleges and universities in Tibet and the degree of meeting students' needs. The value of students' satisfaction with classroom teaching in higher education in Tibet can be quantified from a comprehensive perspective. (Shu, 2020). Students' satisfaction with teaching is an important index of curriculum evaluation in colleges and universities, which has important reference value for the promotion and improvement of curriculum teaching model and scheme(He&Yang,2020).

With the in-depth study of teaching satisfaction, physical education satisfaction has gradually become the focus of scholars. Professional theory course is the focus of physical education, which is an important way to cultivate the consciousness and ability of long-term fitness and improve the quality of exercisers and trainers(Pan,2019).In recent years, female students in ordinary undergraduate colleges in Guizhou Province have improved their satisfaction with the current teaching model to a certain extent, but there are still many unsatisfactory areas, mainly reflected in the curriculum setting, management model, teaching methods and means, evaluation methods and so on(Ran,2019).

A survey was carried out from four dimensions, including curriculum setting, curriculum learning effect, teacher teaching and research environment, and the satisfaction of students was analyzed through data collection (Pang, 2019).Some studies have evaluated the satisfaction of PE teaching from four perspectives: PE curriculum, PE teachers' work characteristics, PE education system arrangement and PE examination standards (Chen & He, 2019). Besides, some scholars believe that teaching effect, classroom atmosphere, innovative teaching, curriculum arrangement, teaching

resources and teachers evaluate the satisfaction of physical education (Jiang&Chen, 2019). Huet al.(2019) evaluated physical education teaching satisfaction from five dimensions: general situation, teaching training, scientific research work, tutor guidance, management and service. Some scholars believe that teaching atmosphere and content, teachers' teaching ability, classmates' relationship, venue equipment and achievement evaluation can better evaluate physical education satisfaction(Wang,2022).

The world has seen a lot of changes as a result of the pandemic. Teaching is no exception. The teaching model based on Internet technology has been applied in universities and colleges. Mooc have shifted higher education from the physical classroom to the online space, providing learning opportunities to more people and expanding the learning space. MOOC + "flipped classroom" has a positive impact on physical education teaching satisfaction, and students have a high recognition for the teaching method of MOOC + "flipped classroom"(Yang&Wang,2020).By combining online and offline teaching with Internet functions and platforms, blended teaching mode can not only provide teachers with more comprehensive feedback on students' learning, but also enable teachers to provide teaching methods and content that meet students' needs, so as to improve teaching quality and classroom efficiency and give full play to students' learning initiative(Lin&Gong,2021).Teaching satisfaction reflects the teaching quality of colleges and universities, which can be divided into supervision department satisfaction, student satisfaction, peer satisfaction and teacher satisfaction. The research shows that the satisfaction of online teaching is an important index to measure the quality and efficiency of online teaching(Xie,2021).

In a leading role among the teacher is very important whether in the classroom or the administrator's designate. The situation and time dictate that the teachers must innovate themselves so they can fit themselves in the new educational paradigm.

In a study conducted Simming et.al. in 2015 citing Emily, et.al 2004, the data was collected through questionnaire from the students of selected universities. This study focuses on factors that influence student satisfaction for the purpose of improving quality and thereby better performance.

Learning is an obligatory activity that most people must engross in for much of their lives to support themselves and their families; however, motivation and student satisfaction vary for students. Some students are motivated by a sense of accomplishment, some by helping others, and others by personal fulfillment. Nevertheless, some students get satisfied by personality tutoring, personal values, and inner needs fulfillment. This study focuses on factors that influence student satisfaction for the purpose of improving quality and thereby better performance investigated .

In similar study conducted by Simmings, it mentioned faculty preparedness Emily etal, (2004); studied faculty preparedness with academic experiences and campus services and facilities. Haggai (2003); studied the variable in union with student-teacher relationship. Rebecca (2005); investigated faculty preparedness with academic experiences and student teacher relationship. Satisfaction level of students is also immensely affected by the attitude of teachers towards their job of teaching and how much they prepare before delivering lecture. More the teachers are serious towards delivering knowledge through the lectures more will be the satisfaction level of students. The satisfaction (criterion

variable) was also 0.7, so their reliability also lies in acceptable range. The range of student teacher relationship lied between 5-3 on measuring scale which means that maximum number of responses from people fall between strongly satisfactory and very good. The range of opinions for teacher preparedness lied between 5-3 which means between very good and satisfactory.

7. Research Design

The study employed the quantitative descriptive - comparative -correlational design. It referred to Zhang's(2021) study to select the measurement dimension of quality teaching of PE courses .On this basis, this study will also compare the differences of students in different groups in the evaluation of the current investigation construct on Quality teaching and learning satisfaction. In addition, it will also pay attention to the correlation between college sports culture and physical exercise behavior.

8. Research Locale

Guangdong University of Science and Technology, founded in 2003, is a full-time undergraduate university approved by the Ministry of Education. It focuses on engineering, and offers coordinated development of management, economics, literature, arts and other disciplines. The University is located in Dongguan, "an important node city of Guangdong-Hong Kong-Macao Greater Bay Area", with two campuses, Nancheng and Songshan Lake, covering an area of more than 2,000 mu. The university has six secondary schools, namely Computer Science, Finance and Economics, Foreign Languages, Management, Mechanical and Electrical Engineering and Art Design, with over 32,900 full-time students. Guangdong University of Science and Technology has adopted the reform of "three year system" in public physical education teaching. Freshmen, sophomores and juniors are required to take physical education classes.

Basketball, football, volleyball, table tennis, badminton, Free Combat, Tai Ji, martial arts, aerobics, cheer leading, dance sport, yoga, Outward Bound, darts, athletics, tennis

Population and Sampling Method

This study will involve full time students from Guangdong University of Science and Technology with 32,900 student population. Respondent-samples will be taken randomly from among the Physical Education students Grade 1-3. The Qualtrics will be used to determine the samples that will be taken as respondents of the study. The study will require samples students at 5% margin of error as indicated by the Qualtrics calculator. They will fill out the questionnaires. The researcher will make sure that they will be willing to answer truthfully.

Research Instrument

The primary research tool of this study is researcher- made survey questionnaire.

This survey questionnaires which are researcher- made are products of researcher's readings of printed and online searches pertaining to quality teaching and the students satisfaction. The items and variables were culled out from the readings made by the researcher. Before using data for data collection, the research- made survey questionnaire instruments was subjected to content validity, construct validity, and reliability test. This ensures that whatever findings may be able to yield results that will state that the

questionnaire is good and reliable and that it can generate objective results.

The questionnaire consists of two parts. The first part asks students about their profile. The second part asked students about their assessment of quality teaching and satisfaction with PE courses teaching. The students responded to the grid-type, closed ended questionnaire that allow respondents to answer four - point Likert type scales. The rating scales ranged from 1-4 scales, where 1 means low assessment and 4 means high assessment. The result will be analyzed and interpreted.

9. Data Analysis

SPSS version 21 was used in this study to analyze the data collected by the questionnaire. The following statistics tools are required.

1. Frequency Count and Percentage

The tools were used to describe the basic situation/ personal profile of the student- respondents.

Weighted Mean and standard deviation. These tools were used to evaluate and analyze assessment of the student respondents on the level of manifestation of teaching quality or extent of satisfaction derived from services provided by the institution

2. t-test/F-test and Analysis of Variance (ANOVA)

These statistical tools was used to analyze whether there are significant differences in students' assessment of quality teaching and extent of satisfaction in on PE provision services.

3. Pearson's Product Moment of Correlation

The test was used to assess the correlation between the level of manifestation of quality teaching and the extent of satisfaction in teaching and learning delivered by the institution.

10. Summary of Findings

1. Profile of the respondents

Of the 425 respondents, majority are female and composed of respondents who were more than 20 years old in age range. The Freshmen grade level were dominant figure comprising a majority group block, and claimed to have been more engaged in intramural activities of the school. Still more of these students participate in sports activities on and off the school "whenever there is time."

2. Respondents' assessment of the student-respondents on the impact of quality teaching in PE.

Generally, the result of the overall assessment showed that quality teaching of PE provided a greater impact on PE students that were manifested. Moreover, the result yield greater impression on the students primarily on the healthy learning environment, followed closely by the impact of teachers' knowledge, instructional materials and the active involvement of the PE students.

3. Difference in the Assessment of student-respondents on the Impact of PE Quality Teaching when their Profile is taken as test factor.

The multiple comparative analyses of the respondents assessment of the impact of quality teaching of PE courses, yield the following results:

In terms of sex, the hypothesis is rejected indicating significant difference in the assessment of male and female students.

In terms of age, the null hypothesis is rejected indicating

significant variation in the assessment quality teaching of PE courses between ages, where it seems to concern those who were more than 20 years of age.

In terms of grade level, the null hypothesis is accepted indicating no significant difference among differing students of various grade level. However, more Junior seems to become affected by the quality teaching rendered to PE courses.

In terms of sports engaged into, the null hypothesis is rejected indicating significant difference in the assessment of quality teaching of PE courses between students engaged in, where it seems to concern those who were onto intramural activities.

In terms of frequency of participation, the null hypothesis is accepted. This means that frequency time allotted for sports activity do not matter among PE students. This means that regardless of the number of times that they participate in any sports activity, the impression is similar among the PE students.

4. Respondents' assessment of the student- respondents on the extent of learning satisfaction in PE courses.

The overall assessment showed that students are satisfied with the learning derived from the PE courses offered by the school. The details on the factors as basis for extent of satisfaction are derived primarily from instructional factor, followed by student services, and academic factor.

5. Difference in the assessment of student- respondents on the extent of learning satisfaction with teaching of PE courses when their profile is taken as test factors.

Using t-test independent sample and Analysis of Variance the respondents assessment on extent of learning satisfaction with teaching of PE courses, reveal the following results:

In terms of sex, the hypothesis is accepted that means there was no significant difference in the assessment between the male and female students on their extent of learning satisfaction .

In terms of age, the comparison based on age is accepted, based on the decision to accept the null hypothesis indicating no significant difference in the assessment of extent of learning satisfaction on PE courses between those who were less than 20 years old and more than 20 years of age. This means that age is not a significant factor in assessing learning satisfaction of the PE courses.

In terms of grade level, there was no significant difference in the assessment of the extent of learning satisfaction among Freshmen, Sophomore and Junior level students. This indicates that regardless of grade level, PE students could have similar perspectives on the extent satisfaction derived from their PE courses.

In terms of sports engaged into, the null hypothesis is rejected indicating significant difference in the assessment of extent of satisfaction of teaching PE courses between students engaged in recreational or intramural sports activities. It shows how those who were engaged in intramural activities may have deeper understanding of their involvement and are more energetic and active in doing what they do best with successful competitive spirit.

In terms of frequency of participation, the assessment of respondents on the extent of satisfaction in the teaching of PE courses revealed to accept the null hypothesis. This means that in appreciating the extent of learning satisfaction derived from PE courses there is no significant difference in the assessment of three factors; of student factor, instructional, and academic factors. Hence therefore, the frequency of

participation in sports activities is not a significant factor in determining satisfaction in learning of PE courses.

6. Relationship between the assessed level of PE quality teaching and the extent of student learning satisfaction.

Using a Pearson Product Moment Correlation, the relationship between the impact of quality Teaching of PE courses and the extent of learning satisfaction, generally showed significant finding among its respective variables. The null hypothesis was rejected at a .01 level of significance. This implied that of PE students' assessment of the impact on the teaching of PE courses greatly influenced their extent of learning satisfaction. The degree of correlations is apparent by the coefficient value that ranged mild to high and positive correlation .

11. Conclusion

Based on the findings, the following conclusions is hereby drawn:

1. The students who are involved in assessing the impact of quality teaching and the extent of learning satisfaction derived from this study are qualified to make assessment based on the circumstances inherent in them.

2. It can be deduced from the study that students who assessed the manifested impact of quality teaching of PE courses have greater involvement in making sense out of schooling as a Physical Education student.

3. The degree of recognition in assuming that personal circumstances of the students have impact in their assessment of quality teaching of PE courses is most obvious dimension that can reveal significant differences in an inquiry for comparative analysis.

4. Now, it can be said that extent of learning satisfaction is derived from the dimension of student services factors, instructional and academic factor. The focused attention to these factors could contribute in directing the activities of PE students in attaining its goal through quality teaching.

5. The learning satisfaction of students obviously would not vary with profile particularly they are expose to the programs and orientation from the very start of their entry, however variations can be expected as a result of deep involvement attributed to the focus of engagement.

6. Finally, it can be inferred that a very significant positive association between students assessment of the impact of quality PE teaching and extent of learning satisfaction reflect the theory on behavior change generated through the interaction between the individual and the environment derived from social cognitive theory. This means that enhancement of dimensions of teaching could lead to the enhanced satisfaction of performance of PE students in their preferred PE courses.

12. Recommendations

The assessment of the PE students plays a great role in improving the impact of teaching to the learning satisfaction of the student. Based on the results of the study:

1. There is a need to strengthen the impact of teaching

dimensions in PE particularly on the active involvement of students. This means that more emphasis on teaching strategies can be included in the training system for teacher.

2. There should be a need to motivate the male students, the younger ones to focus on their involvement in PE courses. There should be clear positioning for them in the classroom hierarchy or in the field.

3. It was also found that in the learning satisfaction on the PE courses, the re were significant variation in students' engagement in type of sports, the should be clear about activities that encourage competitive sports for thwir development, they could have used" mentoring in tandem", "use of expert lecture", where a mere recreation involvement could develop certain spark of challenges for self development and goal orientation.

4. Lastly ,the researcher is endorsing the adoption of this proposal to the respective school administrators for implementation .

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