

The Impact of Football Learning Interest on Learning Satisfaction in University Football Courses

-- A case study of a university Hubei Province, China

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Abstract: Under the contemporary education system, physical education is crucial to the cultivation of students' physical and mental health, team spirit and competitive awareness, and physical education can better promote the overall development of students. As a global sport, football occupies an increasingly important position in campus physical education. Although there have been studies focusing on university students' interest in learning football, there have been few studies systematically exploring its impact on learning satisfaction in university football courses. This study aims to fill this gap by conducting a questionnaire survey on 377 students at a university in Hubei through qualitative and quantitative methods, analyzing the data using SPSS software, and examining the reliability and validity of the questionnaire as well as the correlation between interest in learning football and satisfaction with learning in university football courses. The study found that university students' interest in football learning was significantly and positively correlated with their satisfaction with the football course, with the four dimensions of positivity of participation in football, performance in football matches, degree of participation in football, and independent inquiry learning football all having a positive effect on satisfaction. The study emphasized that enhancing students' interest in football plays a key role in improving learning satisfaction and teaching effectiveness in university football courses. Therefore, it is recommended that educators and course designers pay attention to cultivating students' interest in football in order to meet students' needs and improve the quality of teaching and participation. Meanwhile, school administrators should optimize physical education teaching strategies based on the results of the study to promote the progress of campus football education.

Keywords: Physical Education; Football Learning Interest; University Football Course; Learning Satisfaction; Teaching Strategy Optimization.

1. Introduction

In the modern education system, physical education has been given multiple roles, not only in terms of students' physical health but also as a key means of shaping team spirit and a sense of competition. China's education department attaches great importance to physical education, emphasizing that physical education is no longer limited to simple physical training and sports skills development, but rather focuses on the overall development of students, including physical and mental health, teamwork, competitive awareness, and cooperation ability, and also emphasizes the need to deepen the teaching reform of university physical education, build a new model of scientific and effective teaching of physical education and health courses, and help students to master one to two motor skills (General Office of the Ministry of Education of the People's Republic of China, 2021). Football, as a popular global sport, offering football courses can give full play to the value of physical education, which not only improves students' physical fitness and enables them to master a sports skill, but also develops teamwork and strategic thinking skills, and promotes students' all-round development.

China's State General Administration of Sport and Ministry of Education pointed out the importance of football on campus and launched the "Youth Campus football Activity" project (China's State General Administration of Sport & Ministry of Education, 2013). Liu (2022) argued that campus football should be used as a model to drive the cultivation of important reserves such as volleyball and basketball on campus, as a process to promote youth and student groups.

Process as a way to promote the thriving and holistic development of youth and student populations. university is a bridge between high school and society, and university football at the university level has a crucial role to play. This stage not only perfects students' football skills and consolidates their exercise habits, but also determines the popularity of football in society. As the main way to implement university football at this stage, the university football course has a positive impact on student's physical quality, football skills and tactics, and interest in learning. In this context, many scholars have begun to study the university football course.

Wang (2019) concluded that football learning interest is positively related to students' football skills, knowledge acquisition, athletic performance, and learning satisfaction. Students with high learning interests were more likely to actively participate in football courses and demonstrate better learning outcomes and athletic performance. In university football courses, learning satisfaction is a key indicator of teaching quality and student experience and has a significant impact on students' sustained engagement and learning outcomes. Dong and Guo (2021) concluded that high learning satisfaction is closely related to students' positive behaviors and that learning satisfaction is also related to students' physical and mental health and social skills development.

While existing research provides a foundation for understanding interest in football learning, challenges such as quantifying interest and assessing its long-term impact on learning outcomes still need to be addressed. Learning satisfaction in university football courses is understudied and

mostly focused on physical education course satisfaction. There is an urgent need to address how to accurately measure football course learning satisfaction, balance student needs, and evaluate the effectiveness of instructional reforms. Clarifying the relationship between football learning interest and university football course learning satisfaction is important for optimizing teaching decisions, and curriculum, improving teaching quality, and enhancing students' learning motivation and satisfaction.

Football interest is divided into direct and indirect. Direct interest stems from students' love of football after experiencing it firsthand and watching matches, while indirect interest is gradually formed after participating in football activities (Li, 2019). The interest in football learning discussed in this study is a psychological state and tendency formed by students during the learning process, which mainly contains four sub-factors, namely Positivity of participation in football, Performance in Football Matches, Degree of participation in football, Independent Inquiry Learning football.

Course satisfaction reflects students' comprehensive emotional attitudes toward their academic life and has a positive impact on students' behavior and mental health (Yue, 2022). This study defines university football course learning satisfaction as students' cognitive and affective feedback on their football course learning experiences and outcomes. It includes five factors: Football teacher's teaching atmosphere and the content of the teaching, Football teachers' teaching ability, Classmates' relationship in football course, Football playing field and equipment, and Football teachers' assessment of football examination results.

To summarize, this study adopts a combination of quantitative and qualitative methods, taking a university in Hubei, China, as an example, to explore the influence of university students' football learning interest on the learning satisfaction of university football courses. The results of the study will provide theoretical support and practical guidance for improving teaching quality and student satisfaction, as well as provide a reference for other universities to promote the reform and development of physical education.

2. Method

In this study, a mixed method was used to design the "football Learning Interest Level Questionnaire" from four dimensions of Positivity of participation in football, Performance in Football Matches, Degree of participation in football, Independent Inquiry Learning football, and the "University football Course Learning Satisfaction Level Questionnaire" from five dimensions of Football teacher's teaching atmosphere and the content of the teaching, Football teachers' teaching ability, Classmates' relationship in football course, Football playing field and equipment, and Football teachers' assessment of football examination results. To explore the impact of football learning interest on the satisfaction of learning in university football courses. The sample size was 377 students from a university in Hubei, and the questionnaires were distributed and collected through simple random sampling and rated using a Likert scale. The study also included expert interviews to supplement the questionnaire information. Valid questionnaire data were analyzed by SPSS software for validity and reliability tests and correlation analysis.

3. Result

3.1. Reliability and Validity Test of Football Learning Interest Scale

As shown in Table 1, by testing the football learning interest scale, in the reliability test, the Cronbach's α of each dimension of the football learning interest scale is greater than 0.9, which indicates that the four dimensions of the scale have good reliability, and the total correlation coefficients of the items of each sub-question are greater than 0.5, so they can all be used for retention. In the validity test, the AVE values corresponding to the four dimensions of the football learning interest scale are all greater than 0.5, and the CR values are all higher than 0.7, indicating that the scale has good convergent validity.

Table 1. Reliability and validity test of football learning interest scale

dimension	scale question	reliability test		validity test	
		CITC	Cronbach' α	CR	AVE
Positivity of participation in football	A1	.867	.943	.95	.792
	A2	.892			
	A3	.757			
	A4	.890			
	A5	.871			
Performance in Football Matches	B1	.875	.951	.952	.801
	B2	.761			
	B3	.875			
	B4	.928			
	B5	.886			
Degree of participation in football	C1	.895	.962	.963	.84
	C2	.913			
	C3	.897			
	C4	.918			
	C5	.851			
Independent Inquiry Learning Football	D1	.902	.969	.97	.865
	D2	.935			
	D3	.881			
	D4	.936			
	D5	.905			

3.2. Reliability and Validity Test of University Football Course Learning Satisfaction Scale

As shown in Table 2, by testing the university football course learning satisfaction scale, in the reliability test, the Cronbach's α of each dimension of the football learning interest scale is greater than 0.9, which indicates that the five

dimensions of the scale have good reliability, and the total correlation coefficients of the items of each sub-question are greater than 0.5, so they can all be used for retention. In the validity test, the AVE values corresponding to the five dimensions of the university football course learning satisfaction scale are all greater than 0.5, and the CR values are all higher than 0.7, indicating that the scale has good convergent validity.

Table 2. Reliability and validity test of university football course learning satisfaction scale

dimension	scale question	reliability test		validity test	
		CITC	Cronbach' α	CR	AVE
Football teacher's teaching atmosphere and the content of the teaching	E1	.871	.982	.88	.983
	E2	.908			
	E3	.932			
	E4	.967			
	E5	.947			
	E6	.939			
	E7	.935			
	E8	.921			
Football teachers' teaching ability	F1	.947	.982	.916	.982
	F2	.936			
	F3	.956			
	F4	.938			
	F5	.954			
Classmates' relationship in football course	G1	.949	.987	.925	.987
	G2	.941			
	G3	.949			
	G4	.960			
	G5	.957			
	G6	.970			
Football playing field and equipment	H1	.960	.982	.933	.982
	H2	.960			
	H3	.953			
	H4	.946			
Football teachers' assessment of football examination results	I1	.948	.981	.933	.982
	I2	.952			
	I3	.933			
	I4	.973			

3.3. Correlation Analysis between Football Learning Interest and University Football Course Learning Satisfaction

As shown in Table 3, A,B,C,D represent the four dimensions of football learning interest, which are positivity of participation in football, performance in football matches, degree of participation in football, and independent inquiry learning football. The data show that the correlation coefficients of spositivity of participation in football, performance in football matches, degree of participation in football, and independent inquiry learning football and

university football course learning satisfaction are 0.766, 0.770, 0.698, 0.729, respectively, which are all greater than 0, and the p-value is less than 0.01, which indicates that the four dimensions of positivity of participation in football, performance in football matches, degree of participation in football, and independent inquiry learning football have significant positive correlation with university football course learning satisfaction. The correlation coefficient between football learning interest and university football course learning satisfaction is 0.768, which is greater than 0, and the P value is less than 0.01, indicating that there is a significant positive correlation between football learning interest and university football course learning satisfaction.

Table 3. Reliability and validity test of university football course learning satisfaction scale

		A	B	C	D	football learning interest
university football course learning satisfaction	Computed r	0.766**	0.770**	0.698**	0.729**	0.768**
	Sig.	0.000	0.000	0.000	0.000	0.000

4. Discussion

The results of the study confirm that the questionnaire has good reliability and validity and can be widely used in future related studies. The results show that there is a significant positive correlation between football learning interest and university football course learning satisfaction, i.e., the higher the football learning interest, the higher the university football course learning satisfaction, which indicates that the university football course learning satisfaction can reflect the teaching effect of the course to a certain extent and that increasing the students' interest in football learning can enhance the teaching effect and educational value, and promote the student's all-round development. university students, directly benefit from the research results, and understanding this relationship can help to stimulate learning interest and improve football learning effect to improve themselves. Football teachers and coaches can optimize curriculum design based on the results of the study to improve teaching quality and student participation. Football curriculum developers should use the research data to develop effective curriculum content and structure to enhance student satisfaction and learning outcomes. There was almost no research on the relationship between football learning interest and learning satisfaction in university football courses before this study, and this study fills the gap in the research on the relationship between football learning interest and satisfaction in university football courses for the academic community. School administrators can evaluate and adjust physical education teaching strategies at the school level based on the results of the study to promote the reform and development of physical education in schools and improve the overall level of school physical education programs.

Acknowledgement

I would like to express my heartfelt gratitude to the Dean for his steadfast support and guidance throughout this journey. My sincere thanks also go to the panel members for their

invaluable insights and advice, as well as to the dedicated staff member who patiently addressed numerous issues. I extend my appreciation to all my teachers, whose passion for teaching has profoundly enriched my academic experience. A special note of thanks is due to my supervisor, whose mentorship and friendship have been transformative. Your collective support has given me the confidence to realize my PhD dream. Thank you all.

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