

# College Sports Culture and Teaching Performance of Teachers in Hunan Women's University: Basis for Enhanced In-Service Training

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## Abstract:

The study "College Sports and Teaching Performance of Teachers in Hunan Women's University" illustrates the existing lack of in-service training programs that incorporate values and dynamics of sports culture in the professional development of physical education teachers. The study is driven by the decline in physical fitness and the potential disconnect between sports culture and pedagogical effectiveness. By addressing these problems, the research aims to develop a more coherent and effective approach to sports education that meets the needs of the student and the educational standards of the university, the quality of sports education and contributing to the holistic development of students. By providing the basis for systematic improvements in in-service training, the study aims to promote a positive and productive educational environment that values the role of physical education in student success.

The study revealed that the level of awareness of the difference in the assessment of respondents on the college sports as well as the level of the teaching performance of the physical education teachers as rated by the student-respondents, the significant difference in the assessment of the 6 groups of student-respondents according to their colleges, on level of the teaching performance of the physical education teachers, and significant relationship between the level of awareness of sports culture and the level teaching performance of the physical education teachers. Therefore, it concludes that effective instruction should be designed to cater to the individualities of learners that holistically develop not only the cognitive but also the affective domain that requires teaching methods that have an integrative structure that focuses on the effective learning of the students. There is significance in the overall assessment of student respondents on the level of teaching performance when grouped according to their college program.

There is a strong significant relationship between the overall assessment of sports culture and the teaching performance across all components. Since the role of the teacher in teaching sports is important it suggests providing activities in sports so that students can broaden their perspective and have good behavior, intensify their participation in various sports, and cultivate sports culture. Intensified in-service training for effective instruction should be designed to cater to the needs of teachers. It is suggested that the institution have a specific organization for students who respond or help during a disaster to

cultivate a culture of caring for others that student-athletes can lead because of their agile actions. Teachers who teach disaster management should think of more engaging activities to increase students' appreciation of cultivating a culture of caring for others during disasters regardless of their gender, age, and specialization in sports.

**Keywords:** Awareness, Disaster Management, Implementation

## 1. Introduction

At Hunan Women's University, a nexus for women's academic excellence in Hunan Province, sports culture is integral to the holistic nurturing of students. This study delves into how this culture influences the teaching performance of physical education teachers, with the goal of extracting insights to inform in-service training programs that enhance pedagogical quality.

This investigation is poised to enrich academic discourse and practice by exploring the nuanced interplay between sports culture and pedagogy. Through this exploration, the researcher aspires to contribute to the enrichment of the educational journey at Hunan Women's University, thereby uniting the ethos of sports with the craft of teaching for a robust educational future.

The prevailing gap identified by the research appears to be a lack of in-service training programs that integrate the values and dynamics of sports culture into the professional development of physical education teachers. The study is propelled by issues such as the decline in physical fitness and the potential disconnect between sports culture and pedagogical effectiveness. By addressing these problems, the research sought to develop a more cohesive and impactful approach to sports education that resonates with the students' needs and the university's educational standards.

## 2. Background of the Study

This study is envisioned to serve as a cornerstone for progressive educational reforms that champion the integration of sports into the academic sphere, enhancing the overall educational landscape at Hunan Women's University. It is a confluence of theory and praxis, aiming to enrich the student experience through improved teaching methodologies underpinned by a robust sports culture. Through this research, the dissertation encapsulated a journey of discovery, aiming to provide a meaningful contribution to the discourse on physical education and sports in the academic setting.

## 3. Theoretical Framework

The theoretical framework of a research study serves as its conceptual foundation, providing the necessary context for interpreting and analyzing the phenomena under investigation. In the current study focusing on the intersection between sports culture and the teaching performance of Physical Education (PE) teachers at Hunan Women's University, the theoretical framework draws from interdisciplinary perspectives to enrich the understanding of these complex relationships.

By employing TPB as a theoretical framework, the current study can analyze and predict the behaviors of PE teachers at Hunan Women's University concerning sports culture. This can provide a basis for the in-service training program, focusing on influencing PE teachers' attitudes, altering perceived norms, and increasing their perceived control over integrating sports culture into teaching, with the ultimate goal of enhancing overall teaching quality.

## 4. Methodology

### 4.1. Research Design

The study evaluated the significance of sports culture to the teaching performance of Physical Education Teachers at Hunan Women's University as a basis for an in-service training Program. The study utilized the quantitative research method specifically using the Descriptive-Correlational design.

### 4.2. Research Locale Sampling Methods and Research Instrument

This research assessed the significance of sports culture and its influence on the teaching performance of Physical Education Teachers within the specific context of Hunan Women University, which serves as the study's location. In particular, the study will be carried out in selected Hunan Women's University colleges during the academic year 2023-2024.

The study included collecting data from a sample size of 352 respondents. This sample size was determined using stratified sampling based on the total population of 822 second-year students taking sports at Hunan Women's University, which served as the setting for this research, focusing on six specific colleges within the institution.

The study included students, providing a thorough assessment of the impact of sports culture on teaching performance. The specified sample size highlights the importance of gathering a representative sample from each college using a stratified sampling technique. This approach ensures that a statistically significant amount of data is collected, allowing for meaningful conclusions to be drawn from the study. The study included descriptive statistics and correlational analysis with Pearson R to interpret further and investigate the level of sports culture and their significant relationship to the teaching performance of PE Teachers.

### 4.3. Gathering Procedure

**Questionnaire Distribution.** Following the approval of the request letter, the questionnaires were distributed to the identified colleges of the respondents. During this stage, the researcher explained the questionnaires to the targeted respondents, aiming to address any doubts or questions they may have about the instrument.

**Instrument Retrieval.** The subsequent step involved the retrieval of the questionnaires. The researcher personally collected the completed questionnaires to ensure accurate responses and achieve a high percentage of return.

**Data Analysis.** Finally, the gathered data was meticulously computed, tabulated, and interpreted to derive meaningful insights and findings. This comprehensive approach enabled a thorough examination of the research objectives.

### 4.4. Statistical Treatment

The data gathered through the survey questionnaire was analyzed using SPSS 25.0, and the analyses of the hypotheses test with bivariate correlations for the mediating variables in the present study were presented in the findings. Descriptive statistics, means, standard deviations (SD), correlations, and alpha reliabilities in parenthesis were computed for all the variables in the current study. Moreover, Pearson's r correlation and One-way ANOVA were also utilized to test correlational and significant differences, respectively.

Specifically, the following statistical tools were used to answer each question in the statement of the problem:

Weighted Mean. Weighted Mean was used to determine the level of awareness of sports culture, and level of teaching performance; and used to measure the average response of the respondents. Weighted Mean was also utilized to analyze the Likert scale that showed general options of the respondents. Analysis of Variance (ANOVA). ANOVA was used to evaluate the significant difference in the assessment of the six groups of respondents on the level of awareness of the campus sports culture, and the level of teaching performance of the Physical Education Teachers.

**5. RESULTS, ANALYSIS, AND INTERPRETATION**

This chapter presents the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problems.

**Table 1 Frequency Distribution of the Respondents’ Profile in Terms of College Program**

College Program	Frequency	Percentage
The School of Fine Arts and Design	45	12.8%
The College of Society and Development	72	20.5%
College of Liberal Arts	77	21.9%
Business College	92	26.1%
School of Information Science and Engineering	43	12.2%
The School of Music and Dance	23	6.5%
<b>Total</b>	<b>352</b>	<b>100.0%</b>

For instance, students from the Business College may offer insights into how participation in sports activities influences their leadership skills and teamwork abilities, which are relevant to both their academic and future professional endeavors (Smith & Jones, 2019). On the other hand, the lower representation of programs such as the School of Music and Dance raises questions about the potential role of extracurricular activities like college sports in engaging students from specialized disciplines and fostering a sense of community and belonging within the university (Johnson et al., 2020).

**Table 2 Respondents’ Level of Awareness of the Campus Sports Culture in terms of System Culture of Sports**

System Culture of Sports	Mean	SD	Qualitative Description	Interpretation	Rank
1. The sports field management system in the university is reasonable.	2.99	0.63	Agree	Moderately Aware	<b>4.5</b>
2. The sports equipment management system in your university is reasonable.	2.99	0.63	Agree	Moderately Aware	<b>4.5</b>
3. The physical education system	3.03	0.58		Moderately	<b>1</b>

in your university is reasonable.			Agree	y Aware	
4. The sports club university in your university is reasonable.	3.00	0.62	Agree	Moderately Aware	<b>3</b>
5. The sports publicity system of your university can stimulate people's consciousness.	3.01	0.62	Agree	Moderately Aware	<b>2</b>
<b>Composite Mean</b>	<b>3.01</b>	<b>0.61</b>	<b>Agree</b>	<b>Moderately Aware</b>	

Legend: 3.26-4.00 Strongly Agree/Extremely Aware; 2.51-3.25 Agree/Moderately Aware; 1.76-2.50 Disagree/Slightly Aware; 1.00-1.75 Strongly Disagree/Not at all Aware

Table 2 delves deeply into the respondents' perception of the campus sports culture, specifically focusing on the system culture of sports at Hunan Women's University. The System Culture of Sports refers to the collective set of practices, beliefs, values, and organizational structures that shape the operation and functioning of sports-related systems within an institution or society. It encompasses various elements such as sports management practices, facilities, equipment management, policies, regulations, and overall organizational structure related to sports activities. In the context of a university or educational institution, the System Culture of Sports involves the establishment and maintenance of systems and processes that govern sports-related activities, including physical education programs, sports clubs, intramural sports, facilities management, and promotional efforts. It also includes the development and implementation of policies and procedures aimed at ensuring equitable access to sports opportunities, promoting safety and well-being, and fostering a supportive and inclusive environment for participation in sports and physical activities among students, faculty, and staff. Fostering a positive System Culture of Sports is essential for promoting a vibrant sports culture within an institution. It involves creating an environment where sports and physical activities are valued, supported, and integrated into the broader educational experience. A strong System Culture of Sports contributes to the overall well-being of individuals, enhances social cohesion, and promotes lifelong participation in physical activity and sports.

**Table 3 Respondents' Level of Awareness of the Campus Sports Culture in terms of Behavior Culture**

Behavior Culture	Mean	SD	Qualitative Description	Interpretation	Rank
1. The Physical education class attendance is high.	3.22	0.52	Agree	Moderately Aware	<b>1.5</b>
2. The passing rate on physical fitness tests in your university is qualified.	3.22	0.55	Agree	Moderately Aware	<b>1.5</b>
3. The sports campaigns at the university always get a positive response.	3.07	0.60	Agree	Moderately Aware	<b>5</b>

4. The Physical Education teachers at the university will provide extra instruction to students who are not doing well in physical education.	3.13	0.56	Agree	Moderately Aware	3.5
5. The university can always hold a successful sports meeting and often participate in various competitions.	3.13	0.60	Agree	Moderately Aware	3.5
<b>Composite Mean</b>	<b>3.15</b>	<b>0.57</b>	<b>Agree</b>	<b>Moderately Aware</b>	

Legend: 3.26-4.00 Strongly Agree/Extremely Aware; 2.51-3.25 Agree/Moderately Aware;  
 1.76-2.50 Disagree/Slightly Aware; 1.00-1.75 Strongly Disagree/Not at all Aware

Table 3 offers an insightful examination of respondents' awareness of the campus sports culture concerning behavior culture. The data unveils perceptions regarding various aspects of behavioral norms and practices related to sports engagement within the university community. The concept of behavior culture in sports is highly relevant to the study being conducted, by understanding the behavior culture within the university's sports programs valuable insights into the broader context in which teaching performance and student outcomes are situated. Firstly, behavior culture influences the overall environment in which teaching and learning take place. A positive behavior culture that promotes sportsmanship, teamwork, and respect can create a supportive and conducive atmosphere for both students and teachers. Teachers who are involved in sports programs may benefit from a culture that emphasizes collaboration, discipline, and mutual support, which can positively impact their teaching performance (Solmon, 2006).

**Significant relationship between the level of awareness of sports culture and the level of teaching performance**

**Table 4 Relationship Between the level of sports culture and the level of teaching performance**

Sports Culture	Teaching Performance	Computed r	Sig	Decision on Ho	Interpretation
Material Culture of Sports	Teaching Attitude	.383	<.001	Reject Ho	Significant
	Teaching Content	.416	<.001	Reject Ho	Significant
	Teaching Method	.423	<.001	Reject Ho	Significant
	Teaching Effects	.432	<.001	Reject Ho	Significant
	<b>Overall Teaching Performance</b>	<b>.440</b>	<b>&lt;.001</b>	<b>Reject Ho</b>	<b>Significant</b>
System Culture of	Teaching Attitude	.422	<.001	Reject Ho	Significant

Sports	Teaching Content	.506	<.001	Reject Ho	Significant
	Teaching Method	.465	<.001	Reject Ho	Significant
	Teaching Effects	.515	<.001	Reject Ho	Significant
	<b>Overall Teaching Performance</b>	<b>.506</b>	<b>&lt;.001</b>	<b>Reject Ho</b>	<b>Significant</b>
Behavior Culture of Sports	Teaching Attitude	.630	<.001	Reject Ho	Significant
	Teaching Content	.724	<.001	Reject Ho	Significant
	Teaching Method	.679	<.001	Reject Ho	Significant
	Teaching Effects	.738	<.001	Reject Ho	Significant
	<b>Overall Teaching Performance</b>	<b>.737</b>	<b>&lt;.001</b>	<b>Reject Ho</b>	<b>Significant</b>
Spiritual Culture of Sports	Teaching Attitude	.638	<.001	Reject Ho	Significant
	Teaching Content	.798	<.001	Reject Ho	Significant
	Teaching Method	.714	<.001	Reject Ho	Significant
	Teaching Effects	.815	<.001	Reject Ho	Significant
	<b>Overall Teaching Performance</b>	<b>.786</b>	<b>&lt;.001</b>	<b>Reject Ho</b>	<b>Significant</b>
Overall Sports Culture	Teaching Attitude	.605	<.001	Reject Ho	Significant
	Teaching Content	.711	<.001	Reject Ho	Significant
	Teaching Method	.666	<.001	Reject Ho	Significant
	Teaching Effects	.728	<.001	Reject Ho	Significant
	<b>Overall Teaching Performance</b>	<b>.720</b>	<b>&lt;.001</b>	<b>Reject Ho</b>	<b>Significant</b>

Table 4 provides insights into the relationship between the level of sports culture and the teaching performance of selected teachers at Hunan Women’s University. The computed correlation coefficients (r) indicate significant positive correlations across all dimensions of sports culture and teaching

performance, with all p-values being less than .001. This implies a strong association between sports culture and teaching performance, suggesting that a vibrant sports culture positively influences various aspects of teaching.

Specifically, the Material Culture of Sports shows moderate to strong correlations with teaching attitude ( $r = .383$ ), teaching content ( $r = .416$ ), teaching method ( $r = .423$ ), teaching effects ( $r = .432$ ), and overall teaching performance ( $r = .440$ ). Similarly, the System Culture of Sports exhibits significant positive correlations with teaching attitude ( $r = .422$ ), teaching content ( $r = .506$ ), teaching method ( $r = .465$ ), teaching effects ( $r = .515$ ), and overall teaching performance ( $r = .506$ ). These findings underscore the importance of robust sports infrastructure and organizational support in enhancing teaching quality and effectiveness.

Moreover, the Behavior Culture of Sports and Spiritual Culture of Sports demonstrate particularly strong correlations with teaching performance across all dimensions. The Behavior Culture of Sports shows strong correlations with teaching attitude ( $r = .630$ ), teaching content ( $r = .724$ ), teaching method ( $r = .679$ ), teaching effects ( $r = .738$ ), and overall teaching performance ( $r = .737$ ). Similarly, the Spiritual Culture of Sports exhibits strong correlations with teaching attitude ( $r = .638$ ), teaching content ( $r = .798$ ), teaching method ( $r = .714$ ), teaching effects ( $r = .815$ ), and overall teaching performance ( $r = .786$ ). These findings highlight the profound impact of behavioral and spiritual aspects of sports culture on teaching quality and outcomes.

Overall, the results underscore the interdependence between sports culture and teaching performance, suggesting that fostering a vibrant sports culture can significantly contribute to enhancing teaching effectiveness and student learning experiences. By recognizing and leveraging this relationship, educational institutions can develop comprehensive strategies to promote both sports participation and academic excellence, ultimately benefiting the overall well-being and success of students (Brown & Winterstein, 2009).

## 6. Summary of Findings

The present study determined the profile of the student respondents based on their college programs at Hunan Women's University such as the School of Fine Arts and Design, College of Society and Development, College of Liberal Arts, Business College, School of Information Science and Engineering and School of Music and Dance.

The level of awareness of the difference in the assessment of respondents on the college sports and teaching performance of their teachers as regards their profile, as well as the level of the teaching performance of the physical education teachers as rated by the student-respondents, the significant difference in the assessment of the six groups of student-respondents according to their colleges, on level of the teaching performance of the physical education teachers, and significant relationship between the level of awareness of sports culture and the level teaching performance of the physical education teachers.

**6.1** The test of difference in the assessment of student-respondents on the level of awareness of the campus sports culture when grouped according to their profile:

On College Programs

It revealed discrepancies in student-respondents' perceptions of the campus sports culture across different college programs at Hunan Women's University. Significant differences emerged in the



Behavior Culture of Sports dimension ( $F(5, 346) = 3.365, p = .006$ ), indicating that students from distinct colleges may have harbored varying attitudes and behaviors regarding sports participation and sportsmanship.

**6.2** The level of teaching performance in terms of the following:

**6.3** The test of difference in the assessment of student-respondents on the level of teaching performance when grouped according to their colleges

The findings revealed significant differences in various aspects of teaching performance among the colleges. Notably, the Teaching Attitude dimension exhibits substantial variations ( $F(5, 346) = 5.123, p < .001$ ), indicating that students from different programs perceive teachers' attitudes differently. For instance, students in the Fine Arts & Design program rated teaching attitudes lower compared to those in other programs.

**6.4** Significant relationship between the level of awareness of sports culture and the level of teaching performance

The findings presented in Table 16 underscored the profound and multifaceted relationship between sports culture and teaching performance at Hunan Women's University. With significant positive correlations observed across all dimensions of sports culture and teaching performance, this study highlighted the crucial role of sports culture in shaping various aspects of teaching quality and effectiveness.

**6.5** Issues and challenges encountered by teachers in integrating sports culture into teaching

## 7. Conclusion

Colleges have enough learning materials to teach sports, so it is appropriate for teachers to develop the learning of the course more effectively to encourage students to be more interested in the field of sports. Therefore, it is necessary for the institution to further strengthen and maintain the teaching of sports to students from various colleges to cultivate skills in a holistic method for lifelong learning.

To further enhance and sustain the behavior culture of the students, it's crucial to keep their interest in attending school and absorbing a wealth of sports knowledge imparted by the teacher. Emphasizing the spiritual culture of sports concludes with exploring the personal and spiritual meanings that elite athletes and sports coaches bring to their career experiences in sports. There is no significant difference in the assessment of student-respondents on the level of awareness of the campus sports culture when grouped according to their colleges indicating that students from distinct colleges may harbor varying attitudes and behaviors regarding sports participation and sportsmanship. Therefore, it is concluded that effective instruction should be tailored to accommodate the individualities of learners, fostering holistic development not only in the cognitive but also in the affective domain. This necessitates teaching methods with an integrative structure that prioritize the effective learning of the students. There is significance in the overall assessment of student respondents on the level of teaching performance when grouped according to their college program. There is a strong significant relationship between the overall assessment of sports culture and the teaching performance across all components. These issues are some of the challenges that can be found in the integration of sports culture based on the teaching performance of teachers in teaching sports.

## 8. Recommendations

Since the rating is the same in the three college cultures of sports (Material culture, system culture of sports, and behavioral culture, all with the same qualitative description as agree), the institution needs to focus on in-service training to further enhance teachers' ability to improve their teaching performance in teaching sports.

Since the role of the teacher in teaching sports is important it suggests providing activities in sports so that students can broaden their perspective and have good behavior, intensify their participation in various sports, and cultivate sports culture. It recommends that institutions provide intensified in-service training for effective instruction, designed to cater to the individualities of learners, fostering holistic development not only in the cognitive but also in the affective domain. This requires teaching methods with an integrative structure that focuses on the effective learning of the students, connecting to cultivate a culture of sports. Consider integrating aspects of sports culture into teaching methodologies or curriculum development has the potential to enhance teaching performance across all components. Create programs that promote a positive sports culture within the educational institution. Line-up training sessions that promote collaborative expertise between education departments hence; facilitating the exchange of best practices and strategies for enhancing teaching effectiveness.

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