

A Comparative Study on the Differences of Sports Behaviors of Pupils with Different Personal Characteristics

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Abstract

Based on the theory of planned behavior and the theory of physical exercise behavior habits, this paper explores the differences of sports behavior of different students' personal characteristics, understands the current situation of primary school students' sports behavior, and also provides constructive suggestions for sports workers to intervene in sports scientifically and reasonably.

Keywords

Sports Behaviors; Personal Characteristics; Primary school.

1. INTRODUCTION

Only when PE teachers implement individualized education in teaching can they cultivate students with individuality. Individualized education of physical education teachers should first be specific to classroom teaching, see the differences of students, classify teaching, not only play the main role of teachers, but also let students participate in the whole process of teaching, fully reflect the autonomy and initiative of students, and make students' personality play. Only when teachers are keenly aware of the personality characteristics of these students, can they have a spiritual collision when communicating with students in the classroom. Because of the different characteristics of each student, there are great differences in personal foundation and acceptance ability. Since the development of education, the principle of teaching students in accordance with their aptitude still has its practical significance. At the stage of compulsory education for primary school students, the study of the differences between students' personal characteristics and their sports behavior can better enable physical education teachers to understand the differences of students and implement the educational concept of teaching students in accordance with their aptitude.

2. RESEARCH METHODS

This paper uses the method of literature to sort out the previous research results, which lays a theoretical foundation for the topic selection, design and exploration of this paper; Secondly, using the method of questionnaire survey, 1000 students from five primary schools in W city, H province of China (using stratified sampling method, 40 students from grade 1-5 in each school) were investigated. Based on the needs of this study, two questionnaires with different contents are designed, one for students and the other for parents. After the first draft of the questionnaire is completed, the unreasonable topics in the questionnaire are modified and improved according to the opinions of the instructors and experts, thus forming the final questionnaire. The validity of the questionnaire was tested before it was issued, and the reliability was tested after it was recovered. The reliability and validity of the tested data were in line with the needs of the study. From the two aspects of sports behavior, namely recessive sports behavior and

dominant sports behavior, the corresponding questionnaires were formulated respectively. And timely release and recovery of the questionnaire, the use of mathematical statistics on the collection of questionnaires for collation and analysis; Finally, the use of SPSS software for data analysis and processing, and the use of logical analysis of data changes.

3. CONCEPT DEFINITION

Sociological behavior theory holds that behavior is the life attitude and specific life style of individuals in life, and the basic characteristics of individuals or groups under the influence of social system and values under the corresponding material conditions. Sports behavior is a purposeful and conscious use of various means and methods to meet the needs of certain sports activities. According to its form of expression, it can be divided into explicit sports behavior and implicit sports behavior. The dominant sports behavior is mainly related to the time and space of physical exercise, while the recessive sports behavior is mainly composed of the motivation and attitude of physical exercise, which has a direct guiding, supporting and complementary effect on the dominant sports behavior.

4. RESULTS AND ANALYSIS

4.1. Analysis of the difference in Students' Sports Behavior Based on Their Characteristics

In order to verify the scientific nature of stratified sampling and the feasibility of this study, taking different schools as factors in the differences of students' sports behavior, this paper uses one-way ANOVA F test, according to the significant coefficient Sig. Through the comparison between different grades, the results show that there is no significant difference in sports behavior among students from different schools.

4.1.1. Gender differences

Gender is two independent variables, and there is no paired relationship between them, so the independent sample T test is used to explore the relationship between gender and various factors. The independent sample T test mainly judges whether there is a difference between the two by the size of the P value. The results of T test show that there is no significant difference between male and female college students in explicit sports behavior and implicit sports behavior ($P > 0.05$), indicating that gender factor is not the main factor affecting students' dominant sports behavior. The P value of the variable of recessive sports behavior is 0.015 ($P < 0.05$), indicating that gender factors have significant differences in recessive sports behavior. And the mean for boys (3.69), greater than the mean for girls (3.23), indicating that boys' recessive sports behavior is more significant.

4.1.2. Differences in grades

In order to verify the differences among the sports behaviors with grade as the factor, this paper uses the one-way ANOVA F test, according to the significant coefficient Sig. Value to judge. According to the results, Sig. Of dominant and recessive sports behavior. Values are greater than 0.05, indicating that the grade did not affect. And by comparing the means, we find that. The fourth grade and the fifth grade students are bigger in the above two items, which shows that with the change of age, students' sports behavior will change accordingly.

4.2. Analysis of the difference in Students' Sports Behavior Based on Their Characteristics

Focusing on parents' explicit sports behaviour, implicit sports behaviour and the current situation of pupils' sports participation, taking students and their parents as the subjects of investigation, this paper investigates and analyses parents' behaviour and its influence on pupils' sports participation. The results are as follows:

Table 1. Correlation between Parents' Sports Behavior and Students' Sports Participation

		Correlations					
		Sports behavior	Attitude of participation	Frequency of participation	Participation time	Interest in sports	Sports motivation
Sports behavior	Pearson Correlation	1	.966**	.960**	.957**	.993**	.888**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	100	100	100	100	100	100
Attitude of participation	Pearson Correlation	.966**	1	.891**	.893**	.969**	.867**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	100	100	100	100	100	100
Frequency of participation	Pearson Correlation	.960**	.891**	1	.972**	.942**	.854**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	100	100	100	100	100	100
Participation time	Pearson Correlation	.957**	.893**	.972**	1	.938**	.857**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	100	100	100	100	100	100
Interest in sports	Pearson Correlation	.993**	.969**	.942**	.938**	1	.883**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	100	100	100	100	100	100
Sports motivation	Pearson Correlation	.888**	.867**	.854**	.857**	.883**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	100	100	100	100	100	100

** Correlation is significant at the 0.01 level (2-tailed).

The results show that parents' sports behavior (participation attitude, participation time, participation frequency, participation interest, sports motivation) significantly impacts pupils' sports participation, and there is a positive relationship between them. Therefore, strengthening parents' sports behavior can significantly improve pupils' participation.

5. RESULTS AND ANALYSIS

For schools, first of all, they need to have the idea of health first. Based on strengthening students' sports activities, they regularly hold various sports activities according to the specific conditions of schools and students. The form of activities can be family participation in competitions, strengthening parents' sports awareness and enhancing the emotional communication between parents and children. In addition, the school regularly organizes parent training courses, inviting relevant experts and scholars to teach parents about the way, content and importance of students' participation in sports. Parents need to enhance their awareness of sports, actively participate in sports with their children, and enhance their children's good sports awareness and sports habits. Furthermore, parents should consider their children's physical and mental health, avoid blind tutoring as much as possible, try their best to strengthen the time for children to participate in sports activities, and strengthen the enthusiasm of students to participate in sports. For the healthy growth of children, they should combine work with rest, cultivate children's awareness of active participation in sports, and make children grow healthily and happily.

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