

# 中華大學學生對體育課程期望與學習滿意度之研究

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## 摘要

### Abstract

The purposes of this study were: 1. to understand the situations of college students' anticipation to physical education course and learning satisfaction, and 2. to compare the differences of learning satisfaction to

physical education course between the college students with different backgrounds. The recipient were 125 Chung-Hua university students (male 668, female 583). The research exerted Questionnaire of Anticipation to Physical Education Course and Inventory of Learning Satisfaction to Physical Education Course. The data were analyzed by frequency distribution, percentage and T-test (independent) and one-way ANOVA (independent). The results were as the following. 1 Students' anticipation to elected PE course: There were 61% students who want to practice fitness test. The PE course had better in the 7th and 8th section. The students appreciated PE teachers' amiable teaching style. The students want to practice by divided group short after teachers' basic demonstrations. Elected PE course was open to the 1st grade students if it's possible. Interest was the first factor that the students select the item of PE course. The ideal class size of required PE course was 31 to 40 persons, and the elective PE course was 31 to 40 persons. The students hoped that the PE course should offer 2 credits for 2 hour weekly. The six priority items that the students hoped to improve were to expanse sport ground field, to build a new gymnasium, to improve the air condition of gymnasium, to expanse PE course items, and to broaden sport supplies and equipments. To extend the duration of night lightening on sport field.

2 The differences of anticipation and learning satisfaction to PE course in the students with difference background: There were gender differences

in teaching administration dimension, learning effect dimension, peer relationship dimension and sport facilities dimension. In teaching dimension, teaching administration dimension and learning effect dimension revealed unlikely between required PE course and elective PE course student. Different grade students showed divergence in teaching dimension, learning effect dimension and sport field facilities dimension of PE course satisfaction. Different academy students were dissimilarity in all 5 factors of PE course learning satisfaction. Beside interpreted the conclusion, the practical applications were discussed and presented some suggestions for future researchers.

**關鍵字：**physical education course, physical education teaching