

residents in the new retail mode were significantly higher than those in the Internet marketing mode ( $P < 0.05$ ).

**Table 1.** The scores of the two groups were compared

	New retail model	Internet marketing model
Affective index score	5.98	5.12
Life satisfaction score	5.82	5.13
Total score of happiness index	12.38	10.76

**Conclusions:** From the birth of department stores to new retail, the development of retail industry has generally experienced five stages, and the trend of diversification is obvious. The pattern of retail format depends on the classification standard, focusing on the three construction elements of “goods, field and people”, and finally forming a certain retail format according to the requirements of business scale, target customers, commodity structure, store facilities, business mode, service function and price strategy. With the progress of technology, retail formats accelerate the integration and reconstruction, and it is inevitable that multiple formats coexist and their boundaries are blurred. New retail is not only the result of the application of advanced technologies such as the Internet, big data and artificial intelligence, but also the result of the reconstruction of the three elements of “goods, market and people”. It highlights the importance of “people”. With consumers as the main body of the market, the impact of consumer psychological changes on factor combination and format integration cannot be ignored.

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## A QUALITATIVE STUDY ON THE COLLECTIVE EFFICACY OF MIDDLE SCHOOL STUDENTS' SPORTS TEAMS BASED ON CHINESE CULTURE FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Liangtao Li<sup>1</sup>, Jian Yang<sup>2</sup> & Huihui Zhong<sup>1</sup>

<sup>1</sup>Department of Physical Education, Suzhou Vocational University, Suzhou 215104, China

<sup>2</sup>School of Physical Education and Health, East China Normal University, Shanghai 200241, China

**Background:** Middle school students in China are in a critical period of rapid development and change in physical health, mental health and social adaptation. The overall situation of their physical and mental health has attracted the attention of the whole society. On the premise of the great development of individual consciousness and subjective initiative, exploring the way of physical and mental health development of middle school students from the level of collective behavior has important theoretical significance and practical value. As a subjective perception of members' ability and confidence in their collective, collective efficacy has an important impact on individual behavior performance and behavior motivation in the collective. It also directly or indirectly affects the behavior performance and behavior results of the whole team. The research shows that the research of collective efficacy is mainly based on investigation, so the research conclusion is essentially related rather than causal. In the future, it may be necessary to intervene in the experimental method to manipulate the different levels of individual perceived collective efficacy through different information feedback, so as to explore the effect of perceived collective efficacy on middle school students' exercise psychology and behavior.

Self-efficacy is a subjective evaluation of an individual's ability to complete a certain aspect of work. The results of the evaluation will directly affect a person's behavioral motivation. Once the theory of self-efficacy was put forward, it aroused great interest in motivational psychologists. In the research on the influencing factors of collective efficacy, the influencing factors from the individual level, such as personal skills, attitudes, personality and so on, more belong to a person's objective ability or personality characteristics. Once formed, they will be more stably rooted in the individual value system and difficult to change. The external environmental factors, such as social system, task characteristics and family environment, have certain objectivity and uncontrollability and are difficult to operate and control. Therefore, people pay more attention to the importance of influencing factors from the collective level to the formation and development of collective efficacy. The research shows that the main factors affecting the formation of middle school students' collective efficacy include individual self-efficacy and team identity, successful experience at the team level and the influence of the family environment. In collective

or organizational life, the influencing factors from the collective level have a greater and more stable impact on individual motivation and behavior. Therefore, in the research of middle school students' collective efficacy, the research value of the influencing factors at the team level is greater. The research on the influencing factors of middle school students' collective efficacy in this study only proves the important influence of successful experience at the collective level on middle school students' collective efficacy from the level of investigation and research. There is no experimental research to prove the causal relationship between a successful experience and middle school students' collective efficacy.

**Objective:** This study mainly compares the differences in the perception of team collective efficacy between middle school students with and without successful experience feedback in collective tasks, and tests whether team successful experience is an important factor affecting team members' collective efficacy.

**Research objects and methods:** 36 boys in the first grade of a middle school were selected as the research objects, and there was no significant difference in the comparison of physical qualities such as speed, strength, endurance, and sensitivity of all subjects ( $P > 0.05$ ). The comprehensive physical fitness test scores were 80-85 points, so as to ensure that the students have similar homogeneity in sports ability and physique.

**Research design:** (1) Experiment on the influencing factors of collective efficacy. The measurement time is the internal variable of subjects (ex-ante and ex-post measurement). The experimental treatment was inter-subject variables (with and without successful experience feedback). The dependent variable is the subjects' sense of collective efficacy. (2) Experiment on the effect of students' collective efficacy in sports situations. The measurement time is the internal variable of subjects (ex-ante and ex-post measurement). The experimental treatment was inter-subject variables (high and low collective efficacy). The dependent variables were sports performance and teamwork consciousness. After the experiment, the middle school students' collective efficacy evaluation scale was used for evaluation. There were 3 dimensions and 22 items, and the scores of each item were 1-6. The higher the score, the more consistent it was.

**Methods:** The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

**Results:** Before and after the experimental intervention, the scores of collective consciousness and team competence in the experimental group were significantly different ( $P < 0.01$ ).

**Table 1.** The scores of collective efficacies of subjects before and after experimental intervention were different

Dependent variable	Experimental time	n (Group)	M	SD	t	Sig.
Collective consciousness	Before experiment	6	37.31	2.37	17.69	0.00*
	After the experiment	6	40.84	2.78		
Team competence	Before experiment	6	42.72	2.48	15.44	0.00*
	After the experiment	6	46.62	3.24		
Goal achievement	Before experiment	6	18.11	1.54	2.69	0.11
	After the experiment	6	19.06	2.27		

**Note:** \*  $P < 0.01$ .

**Conclusions:** On the premise of the same initial conditions, the team receiving successful experience feedback has a significant improvement in collective efficacy, and the team without successful experience feedback has no significant change in collective efficacy. The sports performance of the team with significantly improved collective efficacy is significantly higher than that of the team with no obvious change in collective efficacy. Collective efficacy directly and positively predicts the sports performance of the team. The team with significantly improved collective efficacy has significantly higher team cooperation consciousness than the team with no obvious change in collective efficacy. Collective efficacy directly predicts the team cooperation consciousness.

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## EXPLORATION ON THE TEACHING REFORM PATH OF MINORITY ART EDUCATION CURRICULUM FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

Chuanfu Liu