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# Analysis on the Factors Influencing the Quality of Physical Education Teachers in Primary and Middle Schools

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## Abstract

This paper mainly uses the literature data method and other research methods, based on the quality problems of physical education teachers in primary and middle schools, from the primary and secondary school physical education personnel training, physical education teacher qualification certification, physical education teacher recruitment, physical education teachers on-the-job training and physical education teachers themselves to explore its influencing factors, propose corresponding improvement approaches for influencing factors.

## Keywords

Physical education teacher quality; concept; influencing factors; improvement approach.

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## 1. Introduction

At present, the concept of “quality of physical education teachers” is not explained or defined in China. Shen Liqun and Ji Liu believe that the quality of teachers is directly related to the quality of teaching. High-quality physical education teachers are important for improving the quality of teaching, but they do not explain the quality of physical education teachers. Some researchers have analyzed the 2008 edition of the American National Primary Physical Education Teacher Education Standard, which includes six Level 1 indicators, including scientific theoretical knowledge, basic skills and basic physical fitness, planning and implementation, classroom teaching and management, and teaching. Evaluation and professional ethics. The standard involves four aspects of teachers' knowledge, skills, abilities and qualities. Each aspect has detailed requirements and has reference value. It can be seen that the content of “quality of physical education teachers” is actually the quality of all aspects of physical education teachers. Therefore, the quality of physical education teachers actually refers to the personal knowledge, skills, personality, psychological quality, moral literacy, self-renewal knowledge, organizational adaptability, improvement of teaching and improvement of teaching of physical education teachers involved in physical education activities and their professional development. Quality can promote the quality and level of comprehensive quality and ability of students.

## 2. Factors affecting the quality of physical education teachers in primary and middle schools

### 2.1 Training of Physical Education Professionals

The physical education majors in colleges and universities are the main source of talents in basic education physical education teachers. The reform of basic education "Sports and Health Courses" also puts forward new thinking and requirements for the training of physical education professionals

in colleges and universities. Mao Lihong pointed out that the education curriculum of physical education teachers in colleges and universities in China is difficult to meet the actual needs. The implementation of the curriculum has not achieved the desired results. There are contradictions between the training objectives and the development needs of primary and secondary schools. The time and credits are set at random, the elective courses are single, the professional teaching lacks innovation, and the students' ability is neglected. It is difficult to meet the needs of the increasingly diverse sports in primary and secondary schools. Some scholars believe that the teaching theory and practice teaching of physical education majors in colleges and universities are out of touch, the physical education teachers are not very concerned about the "professional standards of teachers", the training mode is not consistent with them, and the curriculum system is not perfect. The comprehensive quality cultivated by PE major students in the learning stage of the school lays a foundation for their work in physical education. Whether these comprehensive qualities can adapt to or meet the requirements of physical education work in primary and secondary schools is a problem worth considering.

## **2.2 Primary and secondary school physical education teacher recruitment and teacher qualification examination certification**

The recruitment of physical education teachers in primary and middle schools is the first threshold for the quality screening of physical education teachers in schools. The methods and standards of recruitment are the key, and directly affect the quality of teachers and the improvement of teaching quality. Teacher recruitment examinations organized through the education sector have become the main form and source of teacher selection. At present, the main problems in the recruitment of primary and secondary school PE teachers are the lack of theoretical support for recruitment; the pre-recruitment post analysis is not in place, and the selection is not based on the characteristics of the post and the specific needs of the vacant posts; the professional characteristics and job characteristics of primary and secondary school PE teachers are ignored; The selection criteria are based on the basic quality level of the surface, the standard is single, and there is no discriminative selection according to the specific situation; there is no specific effective quantitative and operability recruitment evaluation tool. The problems in the recruitment of physical education teachers in primary and secondary schools are extensive and ingrained. This needs to be taken seriously by the state, society and schools, from shallow to deep.

In addition, the qualifications and requirements for teacher qualification examinations are also issues of concern. The teacher qualification examination certification system is the passport for the majority of teachers to enter the teacher industry. The primary and secondary school physical education teacher qualification examination is prior to the existence of physical education teacher recruitment, and is an essential qualification requirement for becoming a teacher. Under the background of the qualification system for the qualification of teachers in the National Standards Examination School, the state has established the qualification standards for teachers' examinations, and the provincial-level cities (counties) have the main rights. In the specific operation process of the physical education teacher qualification examinations in primary and secondary schools, the examination institutions They are independent of each other and are not in line with national standards; the scope of examinations and the substance of examinations are not rigorous and realistic; the qualifications for teacher qualification certificates are not flexible, timeliness issues and evaluations. These are all important aspects that affect the quality of primary and secondary school physical education teachers.

## **2.3 Physical education teacher on-the-job training**

The importance of local education departments and schools in cultivating and improving the professional quality of physical education teachers in primary and secondary schools and the implementation of corresponding measures are the main factors affecting the quality of teachers. The purpose of physical education in-service training is to train qualified teachers for primary and

secondary schools, which is of great value to improve the professional quality of physical education teachers. There are many in-service training models for physical education teachers in primary and secondary schools. The existing one-size-fits-all training model for physical education teachers ignores the differences between physical education teachers and teachers, ignores the actual situation of trainees, and only considers the convenience of implementation of this model. Moreover, due to the limited teacher resources in the region, the lack of educational resources, and the training mode does not meet the actual situation of teachers in the region, the on-the-job training or continuing education of physical education teachers has not achieved satisfactory results.

In addition, the physical factors of primary and secondary school physical education teachers are also important. Affected by the external factors and the physical education teachers of primary and secondary schools, it has caused problems such as professional slack, peace of mind, and loss of enthusiasm for career development. If physical education teachers can't deeply understand the "Sports and Health Curriculum Standards", they can't update the teaching concept and improve the teaching. They can't better absorb the advanced teaching methods and apply them to the teaching practice. This will not only affect their own teachers' quality, but also directly affect the quality of teaching.

### **3. Ways to improve the quality of physical education teachers in primary and middle schools**

#### **3.1 Improve the physical examination mechanism of college entrance examination and attach importance to the training of undergraduate physical education professionals**

The college entrance examination sports majors already have certain sports skills and physical fitness foundations, which will directly affect their entry into the undergraduate stage of sports skills learning and special choices. Therefore, the education department needs to accurately locate the undergraduate professional examination policy for college entrance examination physical education; standardize the conditions for admission and admission methods, adhere to professional skills and cultural achievements; improve project examination content, improve the score of special skills, improve the organization of examinations; establish an examination scoring mechanism Improve the motor skills test evaluation method, unify the scoring standards, improve the sports skills assessment requirements; strengthen the process supervision to ensure fair and fair examinations.

The education at the undergraduate level is the basic and source stage for the formation of the comprehensive quality of physical education talents. For undergraduate physical education majors, it is necessary to strengthen the professional theory and practical ability of physical education majors; implement the credit system, enrich the curriculum and the diversity of subject opening; improve the curriculum test evaluation method, and incorporate the physical education teachers' basic skills into the examination The evaluation system attaches great importance to the cultivation of physical education practice ability; guides physical education students to do career planning and provide employment opportunities; pay attention to the professional needs of primary and secondary school physical education teachers, and do a good job of connecting.

#### **4. Strictly implement the certification system for teachers' qualification examinations in primary and secondary schools, and improve the recruitment methods for teachers.**

The previous exams only focused on the assessment of pedagogy and psychology. Now the national junior and senior teacher qualification examinations pay more attention to the overall quality. The provincial-level education administrative department shall be based on the national teacher qualification examination standards and be unified with the national standards; the examination content and examination forms shall be comprehensive and concrete, and it shall not be convenient, simple and rough, and the behaviors in the form shall be true and effective. Appraisal and screening of

physical education talents with qualifications for physical education teachers; teachers qualification certification institutions must uphold professional attitudes and evaluate the quality of physical education teachers in a realistic manner. The local education departments and schools strictly control the quality of the recruited physical education teachers and improve the recruitment methods and assessment standards. In the recruitment process of primary and secondary school teachers, the most basic information of candidates, such as gender, education, majors, and college attributes, cannot be used as the sole criterion for selection. It is also necessary to comprehensively examine the professional ethics, professionalism and performance of candidates.

Effectiveness, organizational adaptability, and a “student-oriented” concept of students. Establish a unified teacher recruitment assessment standard, develop an effective recruitment assessment tool, and effectively combine the two to carry out work. Localities and schools should appropriately adjust recruitment methods and requirements based on the actual conditions of educational resources in the region and on the premise of referring to uniform standards.

#### **4.1 Establish a unified quality standard for physical education teachers in primary and secondary schools, and formulate evaluation tools for physical education teachers in primary and middle schools**

China's education department should establish a specific unified quality standard for primary and secondary school physical education teachers, and strictly implement it nationwide. This not only clarifies the quality requirements of primary and secondary school physical education teachers, but also provides teacher qualification certification, teacher recruitment and on-the-job training or continuing education in various provinces and cities. For reference, it also provides a mirror comparison for physical education professionals and in-service teachers.

The development of evaluation tools for physical education teachers in primary and secondary schools is of great significance for evaluating the knowledge, skills and behavioral effectiveness of teachers. It is a good tool for teachers to self-evaluate, curriculum experts and researchers to evaluate physical education or physical education teachers. Secondly, it is necessary to clearly classify and standardize the teaching behaviors of physical education teachers in the physical education classroom, which is beneficial to teachers to clarify the influence of their teaching behaviors on the implementation of the curriculum objectives and the teaching effects, so as to regulate their own teaching behaviors.

#### **4.2 Emphasis on on-the-job physical education teacher training**

Local education departments and schools should implement the new curriculum standards and attach great importance to the training of in-service physical education teachers. Formulate and organize the implementation of corresponding training methods; according to the actual conditions of local educational resources, select the training mode suitable for primary and secondary school physical education teachers in the region; clarify the training objectives, specify the training content, diversify the training methods; understand the quality and quality of physical education teachers and Demand, considering individual differences, scientific grouping, targeted training, focusing on the sharing and introduction of educational resources between regions; implementing on-the-job training objectives, achieving substantive results, and effectively contributing to the improvement of the quality of physical education teachers in primary and secondary schools.

#### **4.3 Primary and secondary school physical education teachers need to constantly pursue career development**

Physical education teachers in primary and middle schools should strengthen the cultivation of professional quality, profoundly understand the "new curriculum standards", update the backward teaching concepts, strengthen the theoretical knowledge of physical education teaching, constantly reflect and sum up experience from teaching practice, and attach importance to the construction of their outstanding personality and positive psychological quality. Improve overall quality and ability.

Physical education teachers should have a clear and clear positioning of their own abilities, give play to their strengths, foster strengths and avoid weaknesses, and achieve a combination of teaching and scientific research, and improve their professional quality in an all-round way, thereby improving the quality of teaching. Actively organize and participate in the activities of physical education teachers and on-the-job training and teaching skills competitions to cultivate and improve individual teaching ability, constantly pursue personal career development, and shoulder the responsibility of the times to give physical education teachers.

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