

Strategies for Ensuring the Quality of Physical Education Teaching in Higher Education Institutions

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Abstract: As societal demands for the quality of higher education continue to rise, physical education, as an essential component of university education, has seen its quality assurance become one of the key issues in university management and educational reform. This paper focuses on the construction strategies for ensuring the quality of physical education teaching in higher education institutions. It first analyzes the main existing problems in current university physical education, including a monotonous curriculum design, insufficient professional competence of the teaching staff, outdated sports facilities and equipment, low student participation, and an imperfect evaluation and feedback system. In response to these issues, the paper proposes five strategic measures: optimizing the physical education curriculum, strengthening the professional development of physical education teachers, improving sports facilities and equipment, enhancing students' enthusiasm for sports participation, and refining the evaluation and feedback mechanisms. The implementation of these strategies aims to comprehensively improve the quality of physical education in universities, enhance students' physical fitness and interest in sports, and promote their healthy development. This study provides theoretical support and practical guidance for ensuring the quality of university physical education, carrying significant practical relevance and application value.

1. Introduction

The construction of quality assurance for physical education teaching in higher education institutions holds significant social, educational, and individual developmental value. First, physical education directly impacts students' physical and mental health, as well as their overall development. Against the backdrop of China's "Healthy China" strategy, physical education is not only a means to improve students' physical fitness but also a crucial way to promote mental health, foster teamwork, and cultivate social responsibility. Through effective quality assurance, the scientific and systematic nature of the physical education curriculum can be ensured, allowing students to release stress, improve immunity, and develop a positive attitude towards life, all while managing academic pressures.[1]

Second, ensuring the quality of physical education teaching plays a key role in enhancing the overall educational quality of universities. Physical education is not just a part of the curriculum system but also an important reflection of the quality of higher education. By implementing a sound quality assurance mechanism, continuous updates to the curriculum content and innovations in teaching methods can be encouraged. [2]This, in turn, can enhance teachers' teaching abilities, increase student engagement and interest, and create a positive educational ecosystem. Improving the quality of physical education teaching can strengthen a university's educational competitiveness and provide strong support for cultivating modern talents with comprehensive qualities and good physical and mental health.

Finally, the construction of quality assurance in physical education teaching contributes to the overall health of society. As the future backbone of society, students' health improvement directly affects the overall health level of the population. By ensuring the quality of physical education teaching, not only can students' personal health awareness be strengthened, but their influence can also encourage broader participation in sports activities. This helps increase the popularity and

participation rate of fitness programs, further promoting social harmony and progress.

2. The main issues in the quality of physical education teaching in higher education institutions.

2.1 The physical education curriculum is too rigid and cannot meet the diverse needs of students.

Currently, the physical education curriculum in most universities still faces the issue of being relatively monotonous, mainly focused on traditional sports such as basketball, football, volleyball, and athletics. While these courses are widely recognized, as time progresses, students' interests and needs in sports have gradually changed. [3] Many students are losing interest in traditional sports and are instead more inclined to participate in emerging, personalized sports activities like yoga, badminton, tennis, and aerobics. However, many universities have not made corresponding adjustments to their physical education curricula in a timely manner, continuing to follow outdated course frameworks, which fail to effectively meet students' personalized and diverse needs.

Behind this issue lies not only the lag in physical education curriculum design but also a lack of aesthetic appeal and innovation in the courses. The curriculum lacks flexibility and adaptability, leading to a lack of student engagement and interest in physical education classes, with some students even skipping classes.[4] Moreover, because the curriculum design does not fully address the physical and mental development needs of students, the effectiveness of physical education often fails to meet its intended goals, falling short of comprehensively improving students' physical fitness.

2.2 Insufficient Development of Physical Education Faculty, Professional Competence Needs Urgent Improvement.

The professional quality of physical education teachers directly impacts the quality of physical education teaching. However, there are still many issues in the development of teaching staff in university physical education. First, the majority of physical education teachers in most universities have relatively narrow professional backgrounds. Many teachers come from sports-related departments and possess certain athletic skills and teaching experience, but lack systematic training in fields such as pedagogy and psychology. This results in teaching concepts and methods that are traditional and limited.[5] Secondly, some universities offer fewer opportunities for faculty to engage in professional development, such as promotions or teaching training, making it difficult for teachers to receive further enhancement and growth. Many physical education teachers in these universities find themselves stuck at a career development bottleneck, lacking the application of modern teaching methods and having no effective incentive mechanism to promote professional growth. In addition, there is a significant gap in both the quantity and quality of physical education teachers. In smaller and medium-sized universities, the number of teachers is often insufficient to meet the demands of student classes. In such cases, teachers have to take on more classes, leading to divided attention, which prevents them from striving for excellence in their teaching. As a result, teachers can only focus on more basic and repetitive tasks, neglecting the need for personalized student development and failing to implement targeted teaching strategies.

2.3 Outdated Sports Facilities and Equipment, Inadequate to Meet Teaching Demands.

The construction of sports facilities and equipment directly affects the effectiveness of physical education. However, in many universities, the problem of outdated and insufficient sports facilities still persists. First, due to limited investment in sports infrastructure, many universities have delayed the construction of sports venues, gyms, and equipment, and some universities' sports facilities are old and damaged, unable to meet the demands of regular teaching. [6] This is particularly true for older institutions, where the maintenance and management of sports venues are inadequate, leaving students to face unsafe environments during physical activities. Moreover, while some universities have started to invest in facility construction, financial constraints have

slowed progress in updating equipment and improving technical infrastructure. Even universities that invest funds for facility upgrades often face issues such as poor management, resulting in inefficient use of resources. Facilities like gyms and sports fields are often underutilized outside of class times, wasting valuable educational resources. Furthermore, even newly built sports venues with significant funding often face problems such as incomplete equipment and disorganized management, which affect the quality of physical education.

2.4 Low Student Participation in Sports, Poor Classroom Engagement

Low student participation in physical education classes is a prominent issue facing university sports teaching today. First, the current physical education curriculum and teaching methods are relatively monotonous, and the classroom atmosphere is dull, making it difficult to spark student interest. Many students have a low level of engagement in physical education and often view it as a mere task to be completed, lacking a proactive attitude. In some universities, the content of physical education classes mainly focuses on traditional activities, and students do not derive enough enjoyment or a sense of accomplishment from them, which leads to negative feelings towards physical education. Secondly, some universities adopt rigid teaching methods that lack flexibility and innovation. Teachers tend to rely on fixed teaching models without adjusting to the actual needs of students, which results in poor classroom engagement and participation. Additionally, because some universities have a one-dimensional method of assessing students—mainly through physical fitness tests or basic skill evaluations—there is no comprehensive assessment of students' overall abilities and sports literacy. This evaluation approach fails to motivate student participation and instead adds psychological pressure. As a result, students often focus on how to pass the exams rather than on the educational value of physical education itself. Over time, student interest in physical activities wanes, classroom engagement drops, and issues like skipping classes emerge.

2.5 Inadequate Sports Teaching Quality Evaluation System, Lack of Feedback Mechanism

Currently, many universities lack a comprehensive evaluation system for physical education teaching quality and effective feedback mechanisms. Although some universities have started conducting evaluations of teaching quality, most still lack a scientific and systematic evaluation framework. Traditional evaluation methods focus mainly on sports performance, neglecting important factors like students' perception of the course, satisfaction, and long-term physical improvement. Often, evaluations are based solely on exam scores and attendance, failing to offer a complete and objective reflection of the actual impact of physical education. Furthermore, while some universities have begun to pay attention to teaching evaluations and feedback mechanisms, most still lack effective channels for feedback. The feedback process is often superficial, making it difficult to implement systematic improvements. Student feedback is often not addressed in a timely manner, and teachers' teaching feedback lacks in-depth analysis and reflection. As a result, the evaluation outcomes do not guide improvements, and teaching content and methods remain stagnant. In many cases, even when issues with physical education teaching are identified through evaluations, there is no effective adjustment or improvement based on real circumstances, which hinders the enhancement of teaching quality.

3. Strategies for Ensuring Quality in University Physical Education Teaching

3.1 Optimize Physical Education Curriculum to Meet Students' Diverse Needs

Optimizing the physical education curriculum is one of the core strategies for improving teaching quality. With societal development and changing student interests, traditional physical education courses can no longer meet the diverse needs of students. Therefore, optimizing the curriculum, increasing its diversity and flexibility, is an urgent issue to address. First, in addition to the existing core courses, more emerging sports courses should be added, such as yoga, Pilates, swimming, aerobics, badminton, etc. This will diversify the curriculum offerings, catering to the different interests and needs of students. Not only will this enhance students' autonomy and choices,

but it will also stimulate their interest in physical activities, thereby increasing classroom engagement. Second, courses should be designed at different levels based on students' physical fitness and interests. For example, students with weaker foundations or lower physical fitness could take low-intensity courses that help gradually improve their physical condition and athletic skills. On the other hand, students with stronger fitness and athletic abilities could take high-intensity courses that enhance their competitive skills. A tiered curriculum not only meets students' individualized needs but also helps students find appropriate challenges at different levels, inspiring their athletic potential. Moreover, the integration of physical education with other disciplines should be promoted. For example, a "Sports and Health" course could be developed, combining sports with health education, psychology, nutrition, etc., to give students a comprehensive understanding of how physical exercise impacts their health and to cultivate a healthy lifestyle. This interdisciplinary approach can enhance students' understanding of sports and help them develop a more scientific view of exercise.

3.2 Strengthen the Development of Physical Education Faculty and Improve Professional Competence

The professional quality of physical education teachers directly determines the effectiveness of physical education teaching. Therefore, improving teachers' educational level and teaching ability is a key measure for enhancing teaching quality. Universities should focus on the following aspects to strengthen the development of physical education faculty and improve their overall competence. First, more training and further education for physical education teachers should be implemented. Universities should regularly organize specialized training, particularly in teaching methods, educational psychology, and modern sports theory, to help teachers continuously update their teaching concepts and knowledge. Additionally, academic exchanges, such as domestic and international visits and collaborative projects, should be encouraged to broaden teachers' global perspectives and learn advanced educational concepts and teaching experiences. Second, more career development opportunities should be provided for physical education teachers. Career development should not only be measured through title promotions but also through practical teaching and academic research. Therefore, universities should establish a sound support system for faculty career development, offering more opportunities for academic research and scientific projects, allowing teachers to improve their teaching abilities through participation in research and continually refine their teaching content and methods. Furthermore, teachers should focus on innovating their teaching methods to improve teaching effectiveness. Traditional physical education often follows a "demonstration + practice" approach, which lacks personalized teaching designs and interactivity. Teachers should encourage active student participation by using innovative methods such as case-based teaching, group cooperation, and interactive exercises to enhance classroom engagement. At the same time, modern technology, such as online teaching platforms and virtual reality (VR), should be incorporated to enhance the level of teaching modernization.

3.3 Improve Sports Facilities and Equipment to Ensure Teaching Resources

The construction and management of sports facilities are fundamental to ensuring the quality of physical education teaching. Universities should increase investment in sports facilities, improve the usage conditions of sports equipment, and ensure the usability and safety of facilities during teaching to provide students with high-quality physical education environments. First, investment in sports facilities should be increased, especially in older universities where existing sports facilities need updating or renovation. Schools can raise funds through government support, social donations, or partnerships to modernize sports venues, gyms, swimming pools, and other facilities. Additionally, regular maintenance of these facilities should be strengthened to ensure that equipment is functional and that it does not disrupt the quality of teaching. Second, universities should optimize the management of sports facilities to avoid resource waste. A dedicated management department should be set up to create a scientifically organized schedule for the use of facilities, ensuring a reasonable distribution of teaching time, extracurricular activities, and fitness usage. Technology should be used for booking and managing sports venues to improve facility

usage efficiency, ensuring that every teaching activity is conducted with proper venue and equipment support. Moreover, universities should expand the scope of sports teaching resources by encouraging hybrid teaching methods, combining online and offline learning. Through recorded lessons, live teaching, and other platforms, students can engage in self-directed learning and physical exercise outside of class, increasing their opportunities for exercise. Additionally, schools should strengthen partnerships with local communities to build and share sports facilities, improving the efficiency of resource usage.

3.4 Stimulate Student Participation in Sports and Enhance Classroom Interactivity

Increasing student participation in sports is crucial to ensuring quality in physical education. Universities should employ various methods to stimulate student interest in physical activities, enabling them to actively engage in both physical education classes and extracurricular activities, thus improving their overall physical fitness and athletic ability. First, by innovating the content and format of physical education courses, students' interest can be sparked. For example, organizing campus sports festivals, athletic meets, and other large-scale events will provide students with more opportunities to participate in sports, fostering teamwork spirit. At the same time, through sports competitions and performances, students' sense of competition and collective honor can be developed, allowing them to experience the joy of exercise. Second, teachers should focus on increasing classroom interactivity and fun. Traditional physical education classes are often focused on skill training, lacking entertainment and interactivity. Teachers can use methods like group competitions, role-playing, and other interactive activities to increase class participation and make the atmosphere more enjoyable, enhancing student engagement. Additionally, more space for student autonomy should be included in the course design. By offering elective courses or establishing sports clubs, students can choose the sports they are interested in, fostering a long-term interest in physical exercise. This approach can motivate students and encourage them to develop healthy, long-lasting exercise habits.

3.5 Improve Physical Education Teaching Evaluation and Feedback Mechanisms to Enhance Teaching Quality

Universities should establish and refine physical education teaching evaluation systems and feedback mechanisms to ensure that teaching quality is assessed scientifically and objectively, providing a basis for further improvements and optimization. Through effective evaluation and feedback, universities can promptly identify issues in teaching and take corresponding measures to address them. First, a scientific teaching evaluation system should be established to assess teaching effectiveness comprehensively. Traditional evaluation methods often rely solely on final exam scores or physical fitness test results, lacking a multi-dimensional evaluation of students' interest in sports, classroom performance, and mastery of athletic skills. Therefore, the evaluation system should combine process-oriented and summative evaluations, covering students' daily performance, participation, skill acquisition, and other aspects, providing a complete reflection of their overall abilities. Second, a two-way feedback mechanism should be implemented to promote continuous improvement of teaching quality. Students should regularly provide anonymous evaluations of course content, teaching methods, and sports facilities. Teachers should also actively collect feedback from students to understand their needs and issues. The school should adjust teaching strategies and course arrangements based on this feedback to ensure the alignment of teaching content with students' needs. Finally, universities should conduct external evaluations and audits of physical education. By inviting educational experts and evaluation agencies to assess the teaching quality, the fairness and objectivity of the evaluation results can be ensured. External evaluations not only help identify issues in the university's physical education but also provide scientific guidance for making improvements.

4. Conclusion

Improving the quality of physical education in universities is a systematic project that involves

multiple aspects, including curriculum design, teacher development, sports facility improvements, and stimulating student participation. Only by optimizing course content, enhancing teacher training, upgrading facilities and equipment, and innovating teaching methods can universities effectively meet the diverse needs of students, thereby improving their physical fitness and athletic abilities. At the same time, perfecting teaching evaluation and feedback mechanisms is also a critical tool for ensuring the continuous improvement of physical education quality. Universities should adapt their teaching strategies according to the development of the times and the needs of students, driving the reform and innovation of physical education. Ultimately, achieving the goals of physical education can only be accomplished through multi-party collaboration, allowing students to gain opportunities for holistic development through enjoyable physical activities and cultivating a generation of individuals with healthy bodies and a positive attitude toward life. Therefore, promoting the construction of quality assurance for physical education is an essential component in enhancing the overall level of higher education.

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