

Research on the High Quality Development of Extracurricular Sports Training in Rural Middle Schools in Zhaoqing City: A Case Study of Deqing County

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Abstract

Using literature review, questionnaire survey, mathematical statistics and other methods, relevant materials on extracurricular sports training in rural middle schools in Deqing County, Zhaoqing City were collected and analyzed, revealing the difficulties they face, including resource scarcity, weak teaching staff, low student participation, and lack of social support. Rural middle schools require joint efforts from the government, schools, society, and families to form a comprehensive path for promoting the high-quality development of extracurricular sports training in Deqing County, Zhaoqing City. This study not only provides theoretical support and practical reference for the development of extracurricular sports training in rural middle schools in Zhaoqing City, but also provides useful references for the development of extracurricular sports training in rural middle schools in other regions.

Keywords

Zhaoqing City; Rural secondary schools; Extracurricular sports training; High quality development.

1. Introduction

As an important component of school education, physical education plays a crucial role in cultivating students' physical and mental health, enhancing physical fitness, and fostering teamwork spirit. However, there are still a series of problems in extracurricular sports training in rural middle schools. Participating in extracurricular activities related to sports and health education not only enhances students' physical fitness, but also cultivates a healthy lifestyle and psychological literacy. Through diverse extracurricular activities, students can comprehensively develop various abilities and qualities, laying a solid foundation for future learning and life. Therefore, schools and society should pay more attention to and support extracurricular education, providing students with more diverse and colorful development opportunities. This study aims to explore in depth the high-quality development of extracurricular sports training in rural middle schools in Deqing County, Zhaoqing City. Comprehensively analyze the current situation, existing problems, and challenges of extracurricular sports training, propose targeted solutions and countermeasures, in order to promote the standardized, scientific, and distinctive development of extracurricular sports training in rural middle schools, and contribute to the comprehensive development of students' physical and mental health and the revitalization of rural education.

2. Research objects and methods

2.1. Research Object

Students and teachers participating in extracurricular training at Deqing County Rural Middle School in Zhaoqing City.

2.2. Research Methods

2.2.1. Literature review method

By collecting literature on high-quality development and improvement strategies for extracurricular sports training, including domestic and foreign research papers, academic journals, policy documents, and literature on physical education, a theoretical framework and foundation will be established to provide theoretical support for research.

2.2.2. Questionnaire survey method

Design two survey questionnaires, namely "Research on the High Quality Development of Extracurricular Sports Training in Rural Middle Schools in Zhaoqing City - Teacher Survey Questionnaire" and "Research on the High Quality Development of Extracurricular Sports Training in Rural Middle Schools in Zhaoqing City - Student Survey Questionnaire", to understand their understanding, attitude, and participation in extracurricular sports training, and provide important basis for analyzing the current situation and problems of extracurricular sports training in rural middle schools in Deqing County.

The distribution of questionnaires was carried out from November 1, 2024 to November 20, 2024. A stratified sampling method was used to randomly select 50 junior high school students from each grade level of Bozhi Middle School, Yongfeng Middle School, Fengcun Middle School, Gaoliang Middle School, and Wulong Middle School for the survey, covering a total of 250 junior high school students. The distribution of teacher questionnaires, considering the relatively small number of teachers, included 10 physical education teachers and 5 leaders from prestigious universities who participated in extracurricular sports training as survey subjects. A total of 250 student questionnaires were collected, with a response rate of 100%. Among them, 245 valid questionnaires were collected, with an effective rate of 98%. A total of 15 teacher questionnaires were collected, with a response rate of 100%. Among them, 15 valid questionnaires were collected, with an effective response rate of 100%. This article selected the commonly used alpha reliability coefficient method for measurement, and the Cronbach's alpha value of the sample analysis was 0.848, indicating that the questionnaire has high stability. In addition, the validity of extracurricular sports training in rural middle schools in Deqing County, Zhaoqing City was tested through Bartlett's sphericity test, and the KMO value was 0.814, indicating that the extracurricular sports training questionnaire used in this article has high validity.

2.2.3. Mathematical and Statistical Methods

Based on the questionnaire survey data, organize and analyze the data using charts and statistical tables. Use Excel and SPSS data processing software to statistically analyze the relevant data, reveal the current status of high-quality development of extracurricular sports training in rural middle schools in Deqing County, and provide objective basis for proposing improvement strategies.

3. Results and Analysis

3.1. Extracurricular Sports Training Teachers

The surveyed teachers are mainly physical education teachers (66.7%) and leaders (33.3%). 46.7% of teachers serve as primary coaches, while 53.3% serve as auxiliary coaches. 73.3% of

teachers have over 11 years of teaching experience, 20% of teachers have 6-10 years of teaching experience, and 6.7% of teachers have 1-5 years of teaching experience. The teachers participating in extracurricular sports training are mainly experienced teachers and leaders, but in terms of fulfilling the role of extracurricular sports training, the proportion of auxiliary teachers is relatively high. This reflects a lack of coaching strength and young physical education teachers' participation in extracurricular sports training.

The vast majority of teachers believe that extracurricular sports training is of significant importance for students' growth and development. Among them, 66.7% of teachers consider it to be "very important", while 33.3% of teachers consider it to be "relatively important", and no teacher holds an "average" or "not very important" attitude. The results show that 53.3% of teachers have a certain level of understanding of extracurricular sports training, and the majority of teachers have a certain cognitive foundation for extracurricular sports training. However, 40% of teachers said they were "very familiar", indicating that although teachers generally recognize the importance of extracurricular sports training, their understanding of its specific content and implementation methods is not deep enough. In addition, 6.7% of teachers stated that they have heard of it but do not understand it, indicating a lack of understanding of extracurricular training.

Communication among colleagues (40%) is the primary way for teachers to obtain information, possibly due to frequent interactions between colleagues in daily work, resulting in more direct and efficient information transmission. Secondly, online learning (20%) and training courses (26.7%) are also important ways for teachers to acquire new knowledge and skills, indicating the increasingly prominent role of modern educational technology in teachers' professional development. Although academic conferences (13.3%) have a slightly lower frequency, they are still an important platform for teachers to obtain professional information and exchange experiences.

3.2. Extracurricular sports training and teaching content

When investigating the areas where teachers need to improve or strengthen the design goals of extracurricular sports training teaching, the results showed that the clarity and specificity of the goals (40%) were considered the most in need of improvement. It emphasizes that goal setting should be clear and specific in order to better guide teaching practice. In addition, the matching degree with students' actual needs (33.3%) is also an important aspect that teachers believe needs improvement. This suggests that when setting teaching goals, more attention should be paid to students' personalized needs and interests, ensuring that training content is in line with students' learning motivation. In the process of achieving the teaching objectives of extracurricular sports training, teachers generally face challenges of large differences in student foundations (40%) and insufficient teaching resources (33.3%). The large differences in student foundations mean that teachers need to take into account students of different levels in the teaching process, which undoubtedly increases the difficulty of teaching. At the same time, the scarcity of teaching resources also limits the achievement of teaching objectives, such as insufficient hardware facilities such as venues and equipment, which can affect training effectiveness. In addition, low student participation (20%) and tight time management (6.7%) are also issues that teachers have reported more frequently.

In extracurricular sports training, teachers mainly impart basic sports skills (46.7%) and specialized sports skills (33.7%), emphasizing the improvement of students' skills. Relative motion theory knowledge accounts for 13.3%, while healthy lifestyle and nutrition knowledge only account for 6.7%. This indicates that teachers focus on teaching skills and lack emphasis on theoretical knowledge, which is not conducive to the comprehensive development of students in extracurricular training. In extracurricular sports training at rural middle schools in Deqing County, teachers mainly use the methods of explanation and demonstration (46.7%)

and group exercises (33.3%). The use of game based teaching method (13.3%) and situational simulation method (6.7%) is relatively low, indicating that teachers have a single teaching method. Teachers should flexibly apply different teaching methods based on students' characteristics and curriculum needs to improve teaching effectiveness.

3.3. Participation of Students in Extracurricular Sports Training

3.3.1. Attitude towards Participation

42.9% of students believe that they should participate in sports activities even if their studies are intense, demonstrating their strong emphasis and love for sports activities. Meanwhile, 33% of students indicated that they would participate in sports activities when they have time, and they are willing to make sports activities a part of their lives. However, there is also a group of students who hold a relatively neutral attitude towards this and decide whether to participate depending on the situation, accounting for 14.3%. In addition, 6.5% of students stated that they would choose to give up participating if they were busy with their studies, while 3.3% of students explicitly stated that they do not enjoy sports activities. This indicates that there is diversity in students' attitudes towards participating in extracurricular sports activities, with both a positive willingness to participate and a neutral wait-and-see attitude, and even some students lack interest in it.

3.3.2. Motivation for Participation

More than half of the students (53.3%) choose to participate in extracurricular sports training in order to achieve high scores in physical education in the middle school entrance examination, indicating a strong motivation for the exam. Secondly, 27.3% of students stated that they love sports, indicating an inherent interest and passion for sports. Only 5.5% of students participate for the sake of physical health, indicating a relatively low motivation for health. In addition, passing the time, playing with friends, and other motivations also account for a certain proportion, but relatively less. This indicates that students have diverse motivations for participating in extracurricular sports training, but exam oriented motivation still dominates. Schools and society should further strengthen their emphasis on physical education and cultivate students' interest and habits in sports.

3.3.3. Participation in Projects

Football is the most popular sport, with 84 students choosing, accounting for 34.2% of the total participants. Next are basketball and badminton, with 59 and 40 students choosing, accounting for 24.1% and 16.4% respectively. The number of participants in athletics and volleyball is relatively small, accounting for 13.1% and 7.4% respectively. In addition, 12 students chose other projects, accounting for 4.8%. This indicates that students have certain preferences when choosing extracurricular sports training programs, and football, as the most popular project, may be related to its interest and popularity. At the same time, schools can further promote other projects to increase student participation and diversity.

3.3.4. Participation frequency and duration

The frequency of students participating in extracurricular sports training in rural middle schools in Deqing County is mainly concentrated 1-2 times a week, with a proportion as high as 77.2%. This indicates that most students are able to take time out of their busy academic schedules to participate in extracurricular sports training, reflecting their emphasis and willingness to participate in sports activities. Meanwhile, 16.3% of students participate in 3-4 extracurricular sports training sessions per week. This group of students may have a higher passion or demand for sports, and their active participation can help improve the atmosphere and level of school sports activities. In addition, 6.5% of students hardly participate in extracurricular sports training. In order to promote the comprehensive development of

students, schools can strengthen publicity and guidance to increase the attractiveness and participation of extracurricular sports training.

The duration of extracurricular sports training for rural middle school students mainly ranges from 30 to 60 minutes. Most students are able to engage in moderate physical activities within a limited time, achieving the effect of exercising their bodies and improving their sports skills. Meanwhile, 23.67% of students participate in extracurricular sports training for less than 30 minutes each time, which may not be sufficient to achieve effective exercise results.

3.4. Development Challenges and High Quality Development Path of Extracurricular Sports Training in Rural Middle Schools

Due to economic conditions and geographical environment, the sports facilities in many rural middle schools are not perfect, which greatly restricts the development of related sports projects. The lack of professional sports equipment and gear also affects the quality and effectiveness of training. Many physical education teachers in rural middle schools do not have professional backgrounds and have limited guidance abilities for certain sports projects. This makes it difficult for students to receive professional guidance and assistance during the training process. Meanwhile, due to the shortage of teaching staff, teachers often have to undertake teaching tasks for multiple grades, making it difficult for them to focus on extracurricular sports training. Extracurricular sports training in rural middle schools is influenced by traditional concepts, and some parents of students believe that sports training will delay learning, so they do not support their children's participation. Meanwhile, due to the relatively high intensity and difficulty of extracurricular sports training, some students lack interest and perseverance, making it difficult for them to persist. This results in low student participation and motivation during the training process. Due to the lack of funding sponsorship and volunteer guidance, extracurricular sports training in rural middle schools is difficult to effectively promote and develop. At the same time, society's attention to extracurricular sports training in rural middle schools is not high, which also limits their development space and opportunities.

The government should formulate specific policy plans and financial support measures to ensure the allocation of resources and facility construction for sports training. By increasing funding and improving the sports facilities and equipment conditions in rural middle schools, necessary material foundations can be provided for high-quality training. Various sectors of society can provide support and assistance to rural high schools through various means. As the main implementer of extracurricular sports training in rural middle schools in Deqing County, schools need to actively improve the form of high-quality development. Firstly, schools should strengthen the training and introduction of physical education teachers to enhance their professional competence and teaching ability. At the same time, schools should also improve the management system and incentive mechanism for extracurricular sports training to ensure the standardization and effectiveness of the training. Secondly, schools should develop diverse sports training programs based on students' interests and needs, to stimulate their enthusiasm and interest in participation. Parents should encourage their children to participate in extracurricular sports training and provide them with necessary support and assistance. At the same time, parents should maintain close communication and cooperation with schools and teachers, and jointly pay attention to their children's training situation and progress.

4. Conclusion and Recommendations

4.1. Conclusion

The teaching team is mainly composed of experienced physical education teachers and leaders, with a high proportion of auxiliary coaches, and has a high understanding of the importance of

extracurricular sports training. But there is a lack of coaching power and the participation of young teachers. In addition, teachers focus on improving students' physical fitness, cultivating sports skills, and teamwork abilities in setting teaching objectives, but there is still room for improvement in terms of matching with students' actual needs and clarifying goals. Teachers mainly use demonstration and group practice methods for teaching, with few other teaching methods and a single teaching approach. Although most students consider sports activities important and are willing to participate, their strong exam motivation indicates that they are participating in order to achieve high scores in the middle school entrance examination. The extracurricular sports training programs that students participate in are mainly ball sports such as football and basketball. Due to the lack of venue facilities, it is difficult to carry out other projects, resulting in low interest in sports among students. In addition, it also faces difficulties such as a lack of sports training resources, weak teaching staff, low student participation, and a lack of social support.

4.2. Recommendations

Strengthen the construction of the teaching staff, recruit and train more young coaches to increase the vitality and diversity of the coaching team. Provide ongoing professional development and training opportunities for existing teachers to enhance their teaching skills and methods. Meanwhile, teachers are encouraged to adopt diverse teaching methods to enhance students' participation and interest.

Enrich the content of school sports activities, carry out diversified sports projects and activities, such as football, basketball, track and field competitions, to stimulate students' interest in extracurricular sports training and development. Establish reward and recognition mechanisms to encourage students to actively participate in sports training.

Improve sports facilities, continuously improve sports facilities in rural middle schools, strive for government and social support, increase investment in sports facilities and equipment, provide better training conditions, meet students' diverse sports needs, and improve the quality of students' training.

Acknowledgments

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