

International Journal of Physical Activity and Health

Volume 5

Issue 1 *Supplemental Issue: Abstracts of 2025
International Chinese Society for Physical
Activities and Health Annual Conference*

Article 77

1-14-2026

A077: Physical Education Student Teachers' Perceptions of the PE Teacher's Role

Sicheng Xue
Beijing Sport University

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Recommended Citation

Xue, Sicheng (2026) "A077: Physical Education Student Teachers' Perceptions of the PE Teacher's Role," *International Journal of Physical Activity and Health*: Vol. 5: Iss. 1, Article 77.

DOI: <https://doi.org/10.18122/ijpah.5.1.77.boisestate>

Available at: <https://scholarworks.boisestate.edu/ijpah/vol5/iss1/77>

A077: Physical Education Student Teachers' Perceptions of the PE Teacher's Role

Abstract

In the context of education reform, teachers' beliefs are crucial for driving successful implementation. This study focuses on physical education (PE) interns, whose perceptions of PE teachers' roles significantly impact their professional development and future teaching effectiveness. The research aims to explore these perceptions and identify areas for improvement in their training, aligning with the new requirements of the compulsory education curriculum reform. The study involved 154 senior PE interns from sports colleges, with 17 participants selected for in-depth interviews. Data were collected through questionnaires and interviews conducted in a coffee bookstore, each lasting 1 to 1.5 hours. The interviews focused on the interns' school experiences and their perceptions of PE teachers' roles. Data analysis utilized programmed rooting theory and divominer to code and categorize the perceived roles, forming an interactive system of role perceptions. The study revealed several key findings: 37.7% of respondents underestimated the complexity of PE teachers' roles, focusing only on classroom teaching. 26.6% accurately identified key responsibilities like skill transfer and fostering student interest. However, 20.8% underestimated the professionalism required, influenced by observing non-professionals teaching PE. Only 12.3% recognized the importance of personal qualities like toughness and fairness, and a mere 2.6% acknowledged the role of PE in promoting students' comprehensive development. The findings highlight significant gaps in PE interns' perceptions of their future roles, particularly regarding the complexity and professionalism of PE teaching. Compared to previous studies, this research underscores the need for a more holistic approach in training PE interns. Limitations include the sample size and reliance on self-reported data. Future research should expand the sample and incorporate observational methods. Practically, the study suggests enhancing professional education to address these gaps, ensuring interns are better prepared for their roles in education reform.

Physical education student teachers' perceptions of the PE teacher's role

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