

Physical Education Teachers' Commitment and Behavior Towards Continuing Education

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Abstract: This study analyses the commitment and behaviour of physical education teachers to continuing education around six dimensions, including pedagogical training, with the aim of developing an action plan based on the commitment of physical education teachers to continuing education and the profession in the areas of pedagogical training, sport-specific certification, adapted physical education, and technological integration. This study used quantitative research methods to explore the commitment to continuing education and professional action plans of these teachers. The results of the study revealed that physical education teachers' active participation in activities such as continuing education is a commitment to their professional development. The enhancement of these behaviours can better serve students; PE teachers' attitudes and subjective norms help to promote continuous learning and improvement; through participation in activities such as adaptive physical education and technology integration access, they can better apply theoretical knowledge to practical teaching and learning, and enhance the teaching effectiveness and student experience; PE teachers' commitment and behaviours to CPD is not only a responsibility, but also a mission, which is important for the teacher individuals, students and society as a whole have a positive and far-reaching impact.

Keywords: Physical Education Teacher; Colleges and Universities; Continuing Education; Commitment; Behavior.

1. Introduction

In recent years, the global demand for quality education has increased and education systems have evolved. Physical education, as an important component of a well-rounded education, has placed higher demands on educators. In this context, the professional development and continuous learning of physical education teachers have become indispensable in ensuring the quality of education. As a platform for developing students' physical fitness and motor skills, physical education plays a crucial role in their overall development. Physical education teachers play a key role in this process and need to continually improve their professional skills to adapt to the ongoing changes in education. The professional development of educators is closely linked to their academic commitment. For physical education teachers, their commitment and professional development have a direct impact on student learning outcomes and overall quality development. Therefore, examining physical education teachers' commitment and behaviour towards continuing education is essential to gain insights into their attitudes towards continuous learning and professional development. Globally, physical education in different countries and regions faces various challenges such as insufficient resources and inadequate education systems. An in-depth study of physical education teachers' commitment and behaviour towards continuing education can provide strong support for more effective educational policies and development directions.

This study aims to determine the current status of the influence of the Theory of Planned Behavior on the actions of physical education teachers in continuing education. Introducing, discussing, and synthesizing research related to the aforementioned structure serves as the foundation for this study.

2. Scope and Delimitation of the Study

This study aims to develop an action plan based on the physical education teachers' commitment to continuing education and professions in terms of pedagogical training, sports-specific certification, adaptive Physical Education, and access to Technology Integration.

The research sites are Hunan University of Science and Technology, Hunan Institute of Science and Technology, Hunan University of Humanities, Science and Technology, Hunan University of Arts and Science, Hunan University of Science and Engineering in Hunan Province, China.

The study will involve three hundred and twenty (320) physical education teachers. Data will be collected through survey tools and will be reviewed and analyzed using means and T-test. The research findings will be used to create an action plan, which will be then submitted to the universities for their acceptance.

3. Theoretical Framework

This study will be guided using the Theory of Planned Behavior. The Theory of Planned Behavior (TPB) is a psychological model widely recognized for predicting and explaining human actions. It was first introduced by Fishbein and Ajzen in 1975 and evolved from the Theory of Reasoned Action (TRA).

Zhang (2023) mentioned in his research that the Theory of Reasoned Action provides a succinct framework to predict individual behavior. However, TRA mainly focuses on the influences of attitudes (AT) and subjective norms (SN) on behavioral intentions. Yet, human decision-making concerning behaviors is far more intricate. Given that some actions might be beyond an individual's full volitional control, predictions will be based solely on attitudes and subjective

norms may lack precision.

To address this limitation, Ajzen introduced Perceived Behavior Control (PBC) in 1985. This concept unveils an individual's cognitive assessment of their ability to exert self-control over a specific behavior. In essence, PBC concentrates on whether individuals believe they possess the capability to undertake a particular action. Thus, when Ajzen officially introduced TPB in 1991, he effectively incorporated PBC into the original TRA model, providing a more holistic prediction of individual behaviors.

The Theory of Planned Behavior underscores that to predict and explain specific behaviors of an individual, one must first understand their behavioral intentions. These intentions are influenced by three primary factors: an individual's attitude towards the behavior, their subjective norms concerning that behavior, and their perceived behavior control. Herein, attitude reflects an individual's positive or negative evaluation of the behavior; subjective norms center on the views of significant others deemed important by the individual regarding that action; and perceived behavior control contemplates the individual's belief about their ability to successfully perform the behavior.

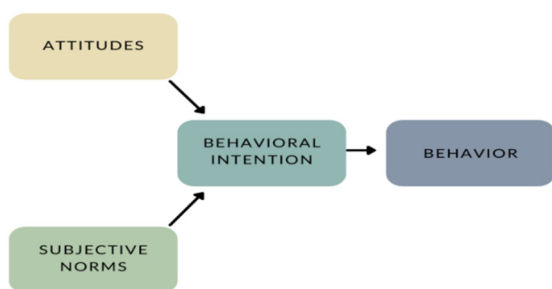


Figure 1. Theory of Reasoned Action

The interplay among these three factors constitutes the crux of TPB, rendering it a potent and comprehensive tool for predicting behaviors across various contexts and settings. Notably, TPB's application isn't restricted to a specific domain. Its utilization in education, health, business, and other sectors offers researchers a robust framework to predict and elucidate diverse behaviors. Particularly concerning the present-day issue of teachers' willingness to adopt information technology, TPB furnishes profound insights, aiding in understanding the psychological drivers behind such decisions. Moreover, the theory's predictive capability and explicative power have been corroborated in empirical research, imparting significant theoretical value and practical relevance to related fields.

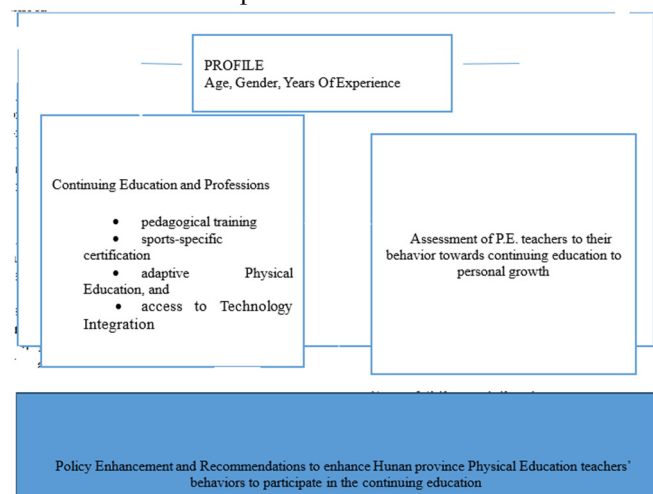


Figure 2. Research Paradigm

The core focus of the research is to understand the decision-making process of Physical Education teachers in continuing education within the framework of the Theory of Planned Behavior (TPB). Firstly, the study will get demographic information of the respondents. Also, based from their point-of-view the influence of Theory Planned Behavior on continuing education. After getting those data, the researcher will do analysis on the questionnaire, analysis of the significant difference of teachers from two universities, and analysis of the significant difference of group of males and group of females PE Teachers. The creation of action plan will be done to enhance Hunan province Physical Education teachers' behaviors to participate in the continuing education.

4. METHODOLOGY

4.1. Research Design

This study will employ a quantitative research approach. Specifically, it will utilize a descriptive comparative research design. This study will compare the significant differences between the male and females groups and the significant differences among the different age groups. This study will also use a developmental research method because it will develop an action plan after analyzing how influence a theory planned behavior to PE Teachers in continuing education.

4.2. Research Participants and Sampling Method

Purposive sampling will be used to select the 320 PE teachers from Hunan University of Science and Technology, Hunan Institute of Science and Technology, Hunan University of Humanities, Science and Technology, Hunan university of Arts and Science, Hunan University of Science and Engineering. These teachers have been working in universities and teaching actively for at least five years, bringing in rich educational experience. The teachers surveyed are physical education instructors from relevant universities in Hunan Province, teaching first and second-year general physical education.

This study will use a census approach. All the 320 P.E. Teachers will be the respondents.

4.3. Research Instruments

This study will utilize two data instruments, first the acceptability survey form to ask the administrator and the teachers how acceptable the proposed action plan. Second is a questionnaire survey website, it is a Chinese website focused on information research and summarization. Its website is <https://www.wjx.cn/>. Information related to the research will be collected through this website. Then, the researcher will use SPSS software for statistical analysis. The researcher will collect the data in this study, will conduct statistical analyses, and will import into the SPSS software for statistical analysis.

4.4. Data Gathering Procedures

The researchers will seek approval from the President of the five universities in Hunan province, to collect the necessary data for the study. Upon the President's approval, the researchers will collaborate with teachers from relevant universities in Hunan Province. The researchers will use the Wenjuanxing website (<https://www.wjx.cn/>) to administer questionnaires to the teacher participants. The researcher will employ mean and T-tests to analyze and interpret the

responses of the participants in the questionnaire.

4.5. Statistical Treatment

After floating the survey forms, the results will be tallied, tabulated, and a simple statistical analysis will be undertaken to arrive of the appropriate data for the specific problems.

For the first and fourth specific problems, the mean will be used as statistical analysis tool. In getting the mean value the following formula will be used.

$$\text{Mean} = \frac{\text{Sum of observations}}{\text{Number of observations}}$$

Mean values will be interpreted using a Likert five-point scale.

Table 1. Likert Five-Point Scale on Level of Influences

Score range	Descriptive Explanation
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Average
1.80-2.59	Low
1.00-1.79	Very Low

For the second and third specific problems, the t-test will be used as statistic analysis tool in getting the significant difference between the mean of the PE Teachers respondents. The following formula will be used:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

4.6. Ethical Considerations

Relevant research organizations such as ethics committees work to promote ethical conduct in scientific research. It is an integral aspect of research that needs to remain at the very heart of our work.

(1) Legality. Using the knowledge of the academic committee of university in Hunan Province and the management of the classroom participation in teaching and the development of innovative thinking will be studied. Therefore, the method adopted in this study is mainly based on questionnaire survey, which can well investigate practical problems in continuing education behaviors. This study provides a theoretical basis for improving teacher continuing education and personal development. Voluntary participation and consent.

Prior to the questionnaire, this study will be first conducted by the Adamson University Academic Committee. Before studying the relevant teachers in universities in Hunan Province, they should explain to the relevant subjects, so that the subject can understand the main content of this study and voluntarily participate in the survey, do not participate in the research process, and gain trust through any persuasion or deception. The informed consent form states that individuals must explicitly consent to participate in the study. You can see consent as a trust agreement between the researcher and the participants.

(2) Respondents. The study will be employed a census approach to survey all physical education teachers from

Hunan University of Science and Technology, Hunan Institute of Science and Technology, Hunan University of Humanities, Science and Technology, Hunan university of Arts and Science, Hunan University of Science and Engineering in Hunan Province, China. Since these subjects will be conducted in higher education institutions and the physical education teachers will be underwent training, they provided objective indicators for the behavior of continuing education teachers in physical education in Hunan Province based on the theory of behavioral planning. At the same time, this matter had also received their own consent.

(3) Confidentiality. The third ethical principle of the Social Research Council (ESRC) is: "The information provided by the subjects must be confidential and the anonymity of the respondents must be protected. "However, sometimes confidentiality is limited. For example, if participants are at risk of doing harm, the researcher have a responsibility to protect them. This may require us to disclose confidential information. There is a risk of harm, and the researcher should do everything to protect the study's participants. To do this, the researcher need to focus on the risk-benefit ratio. If the possible risks outweigh the benefits, then the researcher should abandon or redo the study design. The risk of harm also requires us to consider the risk-benefit ratio when conducting the study.

The institutional review board noted that the importance of ethics in research should not be underestimated. Following ethical guidelines can ensure the validity of your research and promote its contribution to science. On the personal level, your research will increase, and your chances of getting funding will increase. To address the need for ethical considerations, most institutions have their own institutional review boards (IRB). International ECs ensure the safety of human participants and guarantee that human rights are not violated. It is tasked with reviewing research objectives and methods to ensure that ethical norms will be followed. If the study design does not comply with accepted ethical guidelines, then the investigators will be asked to modify their study plan.

(4) Application for Ethics Approval. Application for ethical approval varies from institution to institution. Either way, they will focus on the benefits of the study and the risk rewards associated with the participants. So, you need to address both issues effectively before gaining approval.

(5) Benefits brought by the Research. Before the official launch of this study, the expert group demonstrated that this study could promote the behavior of continuing physical education in Hunan teachers based on the behavior planning theory, and the results of this study can enrich and promote the effect of continuing education. The study will be conducted in a way that ensures the quality and ethical integrity of the results. The results will be published in a reasonable manner. The research purpose is clear and the method is appropriate.

(6) Moral Integrity. Ethical integrity and transparency are essential to the research the researcher will conduct. Throughout the course of my work, my research has been free from any actual or potential conflicts of interest. In addition, throughout the approval process and research process, my research and I will always abide by the principles of ethical integrity and transparency.

5. Conclusion

By analysing the commitment and behaviour of physical education teachers to continuing education through six

dimensions, it is possible to comprehensively evaluate the teaching literacy and professional development level of physical education teachers, which helps to promote the continuous improvement and enhancement of physical education teaching, as mainly summarised below:

1. Physical education teachers' active participation in continuing education and other activities is a commitment to their professional development. These behaviours indicate their willingness to improve their teaching through continuous learning to better serve their students.

2. Physical education teachers are better able to apply their theoretical knowledge to practical teaching by participating in activities such as adaptive physical education and technology integration access. Teaching effectiveness and student experience can be enhanced.

3. physical education teachers' attitudes and subjective norms are critical to continuing education. Their attitudes and subjective norms help to promote teachers' continuous learning and improvement.

In conclusion, PE teachers show positive attitudes and actions in terms of their commitment and behaviour in continuing education, and they continue to learn, practice and improve to adapt to the changing educational environment and students' needs, thus contributing positively to the enhancement of the quality of education and students' achievement.

6. Recommendations

1. Physical education teachers are advised to actively participate in various types of training related to education and teaching, professional skills, etc., and can choose the mode of training online or offline in order to continuously improve their teaching level.

2. Physical education teachers are encouraged to participate in certification programmes of physical education characteristics related to their field of expertise, so that they

can prove and improve their professionalism and competence level through certification, and at the same time, they can promote their own career development and industry visibility.

3. suggests that physical education teachers focus on the individual differences and needs of their students and, through continuous learning and experimentation, use different teaching methods and strategies to ensure that education and teaching are more personalised and effective.

4. It is emphasised that physical education teachers should maintain a positive attitude and dedication to their work, encouraging them to be passionate about education and sports and to always pay attention to the growth and development of their students.

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