

A Study on the Current Status and Countermeasures of Talent Cultivation in Physical Education Programs in Colleges and Universities of Guangdong Province

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Abstract

The rapid socio-economic development in China has created broad career opportunities for physical education (PE) professionals, while also placing higher demands on the cultivation of PE talents. This study employs literature review, questionnaire surveys, and expert interviews to investigate the current status of talent cultivation in physical education programs across normal universities, specialized institutions, and comprehensive universities in Guangdong Province. The findings reveal several issues: a lack of adaptability and measurability in training objectives, insufficient alignment between the curriculum system and training goals, inadequate implementation of the student-centered approach in the training process, and an underdeveloped quality assurance system. In response, the study proposes the following countermeasures: clarifying training objectives to enhance their adaptability and measurability; improving the curriculum system to better align with training goals; strengthening faculty capacity and promoting a student-centered educational philosophy; and establishing a diversified evaluation mechanism to improve the quality assurance system.

Keywords

Guangdong Province; Physical Education Major; Talent Cultivation; Current Status; Countermeasures

1. Introduction

With the rapid development of the socio-economic landscape, people's lifestyles have undergone significant changes, leading to growing public concern about personal health and a pursuit of higher-quality living conditions^[1]. This shift has directly increased the demand for physical activity and qualified professionals in physical education (PE), particularly in relation to improving physical fitness, reducing disease incidence, and enhancing psychological well-being. At the same time, govern-

ment investment in public sports facilities and support for various sports activities has steadily increased. As a result, there has been a noticeable rise in sports events and the enhancement of public sports infrastructure, creating vast career opportunities for PE professionals. Moreover, the education sector has placed increasing emphasis on the holistic development of students' physical fitness, integrating physical education as a vital component of quality education^[2]. This requires PE teachers not only to impart technical sports skills but also to understand the physical and psychological development needs of students, designing age-appropriate and developmentally responsive teaching activities. Therefore, the demand for PE professionals extends beyond sheer quantity to include a pressing need for improved quality^[3]. As the primary incubators of PE professionals, colleges and universities play a crucial role in developing high-quality talent in this field. To achieve this, higher education institutions must establish sound disciplinary mechanisms and a comprehensive development system for physical education, advance innovative educational reforms, and promote the all-round development of students to meet the evolving demands for PE professionals in the new era^[4]. In light of the above, this study investigates the current status of talent cultivation in physical education programs across normal universities, specialized institutions, and comprehensive universities in Guangdong Province. The goal is to identify existing challenges and propose targeted strategies to enhance the quality of talent cultivation in PE programs, thereby providing valuable insights for improving the training of PE professionals in Guangdong's higher education institutions.

2. Research Subjects and Methods

2.1. Research Subjects

This study focuses on the current status and countermeasures of talent cultivation in physical education programs in higher education institutions in Guangdong Province. The research targets include physical education teachers and students from normal universities, specialized institutions, and comprehensive universities within the province.

2.1. Research Methods

2.2.1 Literature Review

Relevant literature was collected using keywords such as “physical education major” and “talent cultivation model” across both Chinese and international academic databases, including CNKI, EBSCO, and Web of Science (WOS). In addition, policy documents on higher education from both domestic and international sources were reviewed, along with materials compiled by the Higher Education Evaluation Center of the Ministry of Education, and various teaching documents such as talent cultivation programs from higher education institutions. These sources provided a solid theoretical foundation for the study.

2.2.2 Questionnaire Survey

A questionnaire survey was conducted among teachers and students of physical education programs in higher education institutions of similar types. The aim was to objectively analyze the current situation of talent cultivation in physical education programs in Guangdong Province. A total of 2,000 student questionnaires were distributed, with 1,966 returned. After eliminating duplicates and invalid responses, 1,890 valid questionnaires were obtained, resulting in a valid response rate of 96.1%. Meanwhile, 500 teacher questionnaires were distributed, with 475 returned and 455 deemed valid, yielding a valid response rate of 95.8%.

2.2.3 Expert Interviews

An interview outline was developed focusing on topics related to the talent cultivation model in physical education programs. Through various formats—such as training sessions, academic conferences, and on-site visits—interviews were conducted with individuals from actual employers in society and the job market, as well as with academic experts and administrators responsible for physical education programs in higher education institutions (as shown in Table 1). These interviews aimed to assess the alignment between current talent cultivation models and the needs of society and the job market. They also helped to identify the operational status, existing problems, and potential improvement strategies for the current models, with the ultimate goal of refining talent cultivation practices and enhancing the quality of professional training in physical education.

Table 1. Basic Information of Interviewed Experts

No	Name	Title	Affiliation
1	Li×	Professor	Guangzhou University
2	Li×	Professor	Guangzhou University
3	Song×	Professor	South China Normal University
4	Zhou×	Professor	South China Normal University
5	Peng×	Professor	Guangzhou Sport University
6	Hu×	Senior Teacher	Yingcai Meiju Primary School
7	Ding×	Senior Teacher	Guangdong Experimental High School
8	Wang×	Senior Teacher	Guangdong Guangya High School
9	Hong×	Senior Teacher	Guangzhou Zhixin High School

3. Results and Analysis

3.1. Implementation Status of Training Objectives

According to the data collected from the student questionnaire on the topic of “student satisfaction with training objectives in relation to future career development” (as shown in Table 2), 52.49% of students reported being “Fully Satisfied,” while

30.53% indicated they were “Basically Satisfied.” In contrast, 13.92% expressed a “Neutral” attitude, 2.22% were “Somewhat Dissatisfied,” and 0.84% were “completely dissatisfied.”

Table 2. Statistical Analysis of Student Satisfaction with Training Objectives and Future Career Development

Fully Satisfied(%)	Basically Satisfied(%)	Neutral(%)	Somewhat Dissatisfied(%)	Completely Dissatisfied(%)
52.49	30.53	13.92	2.22	0.84

The survey results regarding students’ understanding of the training objectives and stage-based learning standards (as shown in Table 3) indicate that 10.2% of the students reported being “Fully Aware,” and 15.6% were “Mostly Aware.” In contrast, 65.5% of students indicated “Partially Aware,” while 8.7% stated they were “Completely Unaware.”

Table 3. Statistical Analysis of Students’ Understanding of Training Objectives and Stage-Based Learning Standards

Fully Aware(%)	Mostly Aware(%)	Partially Aware(%)	Completely Unaware(%)
10.2	15.6	65.5	8.7

According to the questionnaire results regarding teachers’ perspectives on the alignment between training objectives and students’ future career development (as shown in Table 4), 46.7% of teachers believed the objectives were “Fully Aligned,” 42.4% considered them “Basically Aligned,” and 10.9% stated they were “Partially Aligned.” Notably, no respondents selected “Completely Misaligned.”

Table 4. Statistical Analysis of Teachers’ Satisfaction with the Alignment between Training Objectives and Students’ Career Development

Fully Aligned(%)	Basically Aligned(%)	Partially Aligned(%)	Completely Misaligned(%)
46.7	42.4	10.9	0.0

The survey results on teachers’ perceptions of the measurability of training objectives (as shown in Table 5) indicate that 20.6% of the respondents believed the objectives were “Fully Measurable,” 74.4% considered them “Basically Measurable,” and 5.0% believed only “Measurable in Some Courses.” Notably, no teachers responded that the objectives were “Completely Not Measurable.”

Table 5. Statistical Analysis of Teachers’ Perceptions of the Measurability of Training Objectives

Fully Measurable(%)	Basically Measurable(%)	Measurable in Some Courses(%)	Completely Not Measurable(%)
20.6	74.4	5.0	0.0

The survey results on whether teachers are able to evaluate the achievement of training objectives using specific assessment methods (as shown in Table 6) show that 30.9% of teachers responded “Fully Able,” 66.0% “Basically Able,” and 3.1% reported “Some Difficulties.” No teachers selected “Completely Unable.” Findings from surveys involving students, teachers, and actual employers indicate that most students lack a clear understanding of the training objectives set by their institu-

tions. Moreover, the current training objectives require further improvement in terms of their alignment with students' future career development and their measurability.

Table 6. Statistical Analysis of Teachers' Ability to Evaluate the Achievement of Training Objectives Using Specific Assessment Methods

Fully Able(%)	Basically Able(%)	Some Difficulties(%)	Completely Unable(%)
30.9	66.0	3.1	0.0

3.2. Current Status of Curriculum Design and Teaching Quality

According to the results of the student questionnaire on the relevance between course content and training objectives (as shown in Table 7), 35.6% of students believed the courses were "Fully Relevant," while 35.8% considered them "Mostly Relevant." In contrast, 20.9% of students responded "Moderately Relevant," and 7.7% believed the courses were "Completely Irrelevant."

Table 7. Statistical Analysis of Students' Perceptions of the Relevance Between Course Content and Training Objectives

Fully Relevant(%)	Mostly Relevant(%)	Moderately Relevant(%)	Completely Irrelevant(%)
35.6	35.8	20.9	7.7

The survey results regarding students' perceptions of the extent to which the curriculum system supports the achievement of training objectives (as shown in Table 8) reveal that 23.1% of students believed the curriculum "Fully Supports" the objectives, while 60.5% indicated it "Mostly Supports" them. Additionally, 15.1% of students felt it "Partially Supports," and 1.3% believed it "Does Not Support at All."

Table 8. Statistical Analysis of Students' Perceptions of the Curriculum System's Support for Training Objectives

Fully Supports(%)	Mostly Supports(%)	Partially Supports(%)	Does Not Support at All(%)
23.1	60.5	15.1	1.3

According to the results of the teacher questionnaire on the extent to which the curriculum system supports the achievement of training objectives (as shown in Table 9), 26.7% of teachers responded "Fully Supports," 49.8% selected "Basically Supports," and 23.5% considered the support "Not Comprehensive Enough." No teachers believed the curriculum system "Completely Fails to Support."

Table 9. Statistical Analysis of Teachers' Perceptions of the Curriculum System's Support for Training Objectives

Fully Supports(%)	Basically Supports(%)	Not Comprehensive Enough(%)	Completely Fails to Support(%)
26.7	49.8	23.5	0.0

The results of the teacher questionnaire on whether the curriculum system helps students achieve the training objectives (as shown in Table 10) indicate that 53.6% of teachers believed the curriculum design "Fully Takes into Account," 31.9% responded "Partially Takes into Account," and 14.5% considered it "Generally Takes into Account." No teachers selected "Completely Does Not Take into Account." Find-

ings from surveys involving students, teachers, and actual employers reveal that although institutions have made considerable efforts to incorporate students' needs into curriculum development, certain shortcomings remain. These deficiencies have affected the extent to which the curriculum system effectively supports the attainment of training objectives.

Table 10. Statistical Analysis of Teachers' Perceptions of the Curriculum System's Role in Helping Students Achieve Training Objectives

Fully Takes into Account(%)	Partially Takes into Account(%)	Generally Takes into Account(%)	Completely Does Not Take into Account(%)
53.6	31.9	14.5	0.0

3.3. Current Status of Student Competency Development

Statistical analysis of the student questionnaire regarding whether the arrangement of teaching content takes into account students' individual circumstances (as shown in Table 11) reveals that 18.3% of students believed it was "Very Sufficient," while 33.9% considered it "Mostly Sufficient." However, 31.5% rated it as "Average," and 16.3% believed it "Not Considered at All."

Table 11. Statistical Analysis of Students' Perceptions of Whether Teaching Content Is Tailored to Their Individual Needs

Very Sufficient(%)	Mostly Sufficient(%)	Average(%)	Not Considered at All(%)
18.3	33.9	31.5	16.3

Statistical analysis of the student questionnaire regarding students' active participation in classroom learning (as shown in Table 12) indicates that 26.1% of students reported "Full Participation," while 53.8% stated they had "Some Opportunities" to participate. In contrast, 18.7% indicated they had "Few Opportunities," and 1.4% reported "No Opportunity at All."

Table 12. Statistical Analysis of Students' Active Participation in the Classroom During the Learning Process

Fully Participated(%)	Some Opportunities(%)	Few Opportunities(%)	No Opportunity at All(%)
26.1	53.8	18.7	1.4

Statistical analysis of the teacher questionnaire regarding whether the curriculum system takes into account students' actual circumstances (as shown in Table 13) reveals that 24.1% of teachers believed it "Fully Considers" students' situations, while 64.7% indicated it "Partially Considers" them. In contrast, 11.2% of teachers believed the curriculum "Does Not Adequately Meet Needs" students' needs, and none of the respondents selected "Completely Does Not Consider."

Table 13. Statistical Analysis of Teachers' Perceptions of Whether the Curriculum System Considers Students' Actual Circumstances

Fully Considers(%)	Partially Considers(%)	Does Not Adequately Meet Needs(%)	Completely Does Not Consider(%)

24.1	64.7	11.2	0.0
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Statistical analysis of the teacher questionnaire regarding whether teachers consider individual student differences in their teaching practices (as shown in Table 14) indicates that 30.9% of teachers responded “Fully Consider,” 62.6% selected “Basically Consider,” and 6.5% reported “Partially Consider.” Notably, no teachers selected “Do Not Consider at All.”

Table 14. Statistical Analysis of Teachers’ Consideration of Individual Student Differences in the Teaching Process

Fully Consider(%)	Basically Consider(%)	Partially Consider(%)	Do Not Consider at All(%)
30.9	62.6	6.5	0.0

Findings from surveys involving students, teachers, and actual employers indicate that, in terms of teaching philosophy, most teachers reported that they have taken students’ actual situations into basic consideration when planning and delivering instruction. However, student responses reveal that, in practice, the arrangement of teaching content does not effectively reflect their individual learning interests, needs, or styles. This discrepancy suggests that the student-centered educational philosophy has not been fully implemented in daily teaching activities, highlighting a gap between pedagogical theory and classroom practice.

3.4. Current Status of Teaching Support and Quality Assurance

Statistical analysis of student responses regarding their perceptions of the effectiveness of the curriculum in helping them acquire professional knowledge and skills (as shown in Table 15) reveals that 43.2% of students considered it “Very Effective,” and 44.1% believed it had “Some Effect.” Meanwhile, 9.6% rated it as “Average,” and 3.1% thought it was “Relatively Ineffective.” Notably, no students selected “Completely Ineffective.”

Table 15. Statistical Analysis of Students’ Perceptions of the Curriculum’s Effectiveness in Developing Professional Knowledge and Skills

Very Effective(%)	Somewhat Effective(%)	Average(%)	Relatively Ineffective(%)	Completely Ineffective(%)
43.2	44.1	9.6	3.1	0.0

Statistical analysis of student responses regarding the adequacy of the quality assurance mechanisms provided by the university (as shown in Table 16) reveals that 32.5% of students believed the mechanisms were “Fully Adequate,” 40.7% indicated there was “Somewhat Adequate,” 21.1% considered the assurance to be “Relatively Weak,” and 5.7% believed there was “No Assurance at All.”

Table 16. Statistical Analysis of Students’ Perceptions of the Quality Assurance Mechanisms Provided by the University

Fully Adequate(%)	Somewhat Adequate(%)	Relatively Weak(%)	No Assurance at All(%)
32.5	40.7	21.1	5.7

Statistical analysis of teacher responses regarding their perceptions of students’

opportunities for autonomous learning and participation in decision-making (as shown in Table 17) reveals that 66.2% of teachers believed students had “Full Opportunities,” 27.7% reported “Some Opportunities,” and 6.1% stated that such opportunities were “Rare Opportunities.” No teachers indicated that students had “No Opportunities at All.”

Table 17. Statistical Analysis of Teachers’ Perceptions of Students’ Opportunities for Autonomous Learning and Participation in Decision-Making

Full Opportunities(%)	Some Opportunities(%)	Rare Opportunities(%)	No Opportunities at All(%)
66.2	27.7	6.1	0.0

Statistical analysis of teacher responses regarding their perceptions of problems within the teaching quality assurance system (as shown in Table 18) reveals that 10.2% of teachers believed there were “No Problems,” 56.3% indicated that “Some Problems,” 31.5% stated there were “Significant Problems,” and 2.0% believed there was “No Assurance at All.” Findings from surveys of students, teachers, and actual employers further indicate a range of issues related to teaching support and quality assurance, particularly highlighting that the current quality assurance system remains underdeveloped.

Table 18. Statistical Analysis of Teachers’ Perceptions of Problems in the Teaching Quality Assurance System

No Problems(%)	Some Problems(%)	Significant Problems(%)	No Assurance at All(%)
10.2	56.3	31.5	2.0

4. Strategies for Enhancing Talent Cultivation in Physical Education Programs in Guangdong's Universities

4.1. Clarifying Training Objectives: Enhancing Adaptability and Measurability

In the process of cultivating talents in physical education (PE) programs in China, improving the adaptability and measurability of training objectives remains an urgent issue. As the foundational guideline for talent development, training objectives determine the direction of student cultivation, the accumulation of knowledge, and the acquisition of professional competencies. Adaptability requires that training objectives closely align with social demands and industry development trends. Therefore, the objectives of PE programs should be regularly updated to ensure that graduates are equipped to meet the evolving needs of the times. To this end, educational authorities and universities must strengthen research into the needs of the sports industry, integrating national policies, societal demands, and trends in sports development to formulate scientifically grounded and rational training goals. By establishing partnerships with sports organizations, local governments, and relevant enterprises, institutions can remain informed of emerging industry demands,

thereby facilitating the timely revision and adjustment of training objectives. This ensures that the objectives remain forward-looking and practically relevant. At the same time, measurability is essential to ensure the effectiveness and implementation of training objectives. The goals of PE programs should be made specific and broken down into multiple quantifiable sub-objectives. This enables both teachers and students to clearly understand their strengths and areas for improvement, thereby promoting continuous enhancement of teaching effectiveness. Improving the adaptability and measurability of training objectives requires the concerted efforts of universities, government agencies, industries, and society. Through comprehensive needs assessments, quantitative goal-setting, and strengthened feedback mechanisms, training objectives can become more practical and actionable, ultimately contributing to the continuous improvement of talent cultivation quality in physical education.

4.2. Optimizing the Curriculum System: Strengthening Alignment with Training Objectives

The curriculum system should be closely aligned with the training objectives of physical education, ensuring that the course content is specifically designed to cultivate the knowledge, skills, and competencies required by students. Therefore, the curriculum should cover a wide range of areas, including sports theory, pedagogy, practical skills, and psychology, in order to construct a multi-level and integrated body of knowledge. At the same time, optimizing the curriculum system requires a stronger integration of theory and practice. The training objectives of physical education programs emphasize the development of students' practical abilities, particularly in teaching and sports instruction. Furthermore, research has shown that internship competence is a critical component in the talent cultivation process^[5]. Accordingly, institutions should provide students with more off-campus practice opportunities so that they can gain hands-on experience in real educational and athletic settings. Additionally, curriculum optimization must enhance both flexibility and personalization. Universities may introduce elective or modular courses, allowing students to select course combinations based on their personal interests and career aspirations, thus supporting more individualized training objectives. In summary, by strengthening the integration of theory and practice and improving the flexibility and personalization of the curriculum, students can be better equipped with the necessary knowledge and skills, and be well-prepared for future careers in the field of physical education.

4.3. Strengthening Faculty Competence: Emphasizing a Student-Centered Educational Philosophy

Faculty competence plays a critical role in the future development of physical education as a discipline^[6]. Strengthening the quality of faculty in higher education in-

stitutions can effectively enhance the overall quality of talent cultivation in physical education programs. Such enhancement involves a dual improvement in both professional competence and educational philosophy. Physical education teachers are expected to possess not only solid expertise in sports-related disciplines and rich teaching experience but also strong capabilities in pedagogy, psychology, and instructional methods. To achieve this, institutions should regularly provide professional training programs focused on emerging educational philosophies and innovative teaching approaches. Simultaneously, teachers should actively participate in academic exchanges and practical teaching activities, sharing insights with peers to ensure that their instructional philosophies and methods remain both progressive and adaptable. In addition, teaching methods and strategies must better reflect a student-centered educational philosophy. In traditional physical education contexts, teachers often dominate the classroom, with instruction centered primarily on the transmission of knowledge. This leaves students' subjectivity and agency underemphasized. Therefore, teachers in physical education programs must shift from the traditional role of "knowledge transmitter" to that of "student developer," placing greater emphasis on students' individuality, emotional well-being, and social adaptability. By enhancing teachers' professional competence, innovating teaching methods, and paying closer attention to students' personalized learning needs, educators can more fully realize student-centered educational goals and help students achieve comprehensive development through physical education.

4.4. Establishing a Diversified Evaluation Mechanism and Improving the Quality Assurance System

Traditional evaluation systems in physical education (PE) have often relied too heavily on students' athletic performance, while overlooking other essential competencies such as teamwork, innovative thinking, and problem-solving abilities. A modern evaluation mechanism should incorporate multidimensional assessment criteria to provide a more comprehensive and equitable evaluation of student performance. Such an approach not only enhances the fairness of assessments but also promotes students' balanced development across various competencies, encouraging them to pursue holistic self-improvement. In addition, the current evaluation system should integrate formative assessment methods that emphasize students' effort and progress throughout the learning process. Formative assessment enables teachers to identify learning difficulties in a timely manner and offer appropriate guidance and support. It also allows students to experience the diversity and fairness of evaluation, thus motivating them to engage more actively in their studies. Furthermore, establishing a robust quality assurance system requires a comprehensive supervision and feedback mechanism that covers multiple aspects such as teaching, curriculum, and faculty performance. Institutions should regularly monitor teaching effectiveness and course quality through student feedback, peer review,

and instructional audits. Among these, student feedback should constitute a core component of quality evaluation. Schools can organize periodic surveys or focus group discussions to gather students' opinions and suggestions regarding course content, instructional approaches, and teacher performance. These insights can then be used to adjust and optimize the teaching process. Moreover, schools should regularly review and assess the quality assurance system itself, making necessary modifications based on practical needs to ensure continuous improvement in the quality of physical education. Ultimately, this contributes to the comprehensive achievement of training objectives and supports the development of high-quality PE professionals.

5. Conclusion

At present, the cultivation of physical education (PE) professionals in universities across Guangdong Province faces several challenges. These include insufficient adaptability and measurability of training objectives, inadequate alignment between the curriculum system and training goals, insufficient implementation of the student-centered educational philosophy in the cultivation process, and an underdeveloped quality assurance system.

In response to these issues, this study proposes four key strategies: (1) clarifying training objectives to enhance their adaptability and measurability; (2) optimizing the curriculum system to strengthen alignment with training goals; (3) improving faculty capacity to reinforce a student-centered educational philosophy; (4) establishing a diversified evaluation mechanism to improve the quality assurance system. These measures aim to improve the overall quality and effectiveness of PE talent cultivation in higher education institutions in Guangdong Province.

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