

Analysis of the Current Situation of After-school Sports Service at Xinpu No.1 Primary School

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Abstract: *This study uses literature, questionnaires, interviews, and field visits as research methods, with the current situation of sports after-school services at Xinpu No. 1 Primary School in Zunyi as the research object. Through surveys and analyses of students, facilities and equipment, teachers, and school leaders, the following conclusions were drawn: the school offers a diverse range of sports programs, but some programs are not well publicized; the school lacks teachers; the teaching burden is heavy; facilities and equipment are scarce; and there is a certain degree of danger in practice. In order to improve the problems existing in the implementation of sports after-school services at Xinpu No. 1 Primary School, targeted suggestions are put forward to ensure that the sports after-school services at the school are carried out steadily, and the overall level of sports development in primary and secondary schools is firmly established, laying a better foundation for sports talent reserves.*

Keywords: *Primary School, Physical education services, Situation analysis*

1. Introduction

The Notice (Tiban Zi 2 [2022] No. 88) issued by the General Office of the General Administration of Sport, the General Office of the Ministry of Education, and the General Office of the National Development and Reform Commission in 2022 mentioned that it is necessary to vigorously support schools to carry out diversified content and projects of after-school sports services, increase the participation of professionals in high-quality sports development, help create good facilities for students' physical exercise, increase the proportion of physical education courses, promote primary and secondary school students to carry out physical exercise, improve the enjoyment of all primary and secondary school students in sports, cultivate their interests, strengthen their physical health, and temper their perseverance and determination^[1]. It effectively promotes the physical and mental health of students and is conducive to their all-round development.

The strongest social response is the phenomenon of compulsory education, especially the "3:30" school dismissal for primary school students and parents' work that has conflict in the time, resulting in some children being left unattended and no guardians to supervise after school^[2,3]. Some parents send their children to off-campus training institutions, which increases the excessive burden outside school and causes reducing burden inside school and increasing burden outside school, which has become a widely concerned issue in society. After-school sports service is an important part of school sports and one of the ways to achieve the purpose of school sports. With the continuous promotion of various policies and measures for school sports in recent years, there has been significant progress and quality improvement in school sports work, and the overall physical fitness of students has been greatly improved. However, there are still many problems that need to be solved^[4,5].

2. Research Object and Method

2.1. Research Object

This study takes the current situation of physical education after-school services at the First Primary School in Xinpu New Area, Zunyi City (hereinafter referred to as Xinpu No.1 Primary School) as the research object, and conducts a survey on the implementation of physical education after-school services at Xinpu No.1 Primary School. The sampling objects are students who participate in physical education after-school services at Xinpu No.1 Primary School in Zunyi City. 150 students are randomly selected for a questionnaire survey, and then 14 physical education teachers from the school are interviewed. Gain

a deep understanding of the current situation and problems in the implementation of physical education after-school services in the school, and propose targeted suggestions to improve the current problems.

2.2. Research Method

(1) Literature review method. According to the research needs of this article, relevant literature, books, and policy documents related to the "double reduction policy", "physical education after-school services", and "after-school physical education" were searched and consulted through channels such as CNKI and the website of the Ministry of Education of the People's Republic of China, providing theoretical basis and data evidence for this study^[6].

(2) Questionnaire survey method. The main respondents of this survey are students from Xinpu No.1 Primary School who participate in after-school physical education services. However, due to the younger age and lower discrimination ability of first and second grade students, the survey subjects were selected from students from grades three to six. In this survey, a total of 150 questionnaires were distributed and 140 were collected, including 136 valid questionnaires with a response rate of 93.33% and an effective rate of 97.14%.

(3) Interview method. This article conducts interviews with teachers, parents, and students of Xinpu No.1 Primary School in Zunyi City through face-to-face and telephone contact methods to gain a deeper understanding of the current implementation of physical education after-school services in primary schools in Zunyi City, and to better identify the problems that exist in the process of implementing physical education after-school services in Xinpu No.1 Primary School.

(4) On site investigation method. By conducting on-site investigations, obtaining first-hand data and information directly from the school under study or relevant leaders responsible for sports through participation in classes, and further evaluating the current situation of sports after-school services through comprehensive organization of this information, identifying the existing problems.

3. Research Results and Analysis

3.1. Current situation of after-school physical education services at Xinpu No.1 Primary School

(1) A survey on the participation of primary school students in physical education after-school service projects. One of the important factors affecting student participation is that schools provide students with sports activities that they can participate in. Studies have shown that the diversity of sports activities is associated with positive participation outcomes. The after-school physical education services offered by schools are based on the school's situation, and students choose to offer programs for themselves to choose from. According to the investigation, Xinpu No.1 Primary School offers seven after-school sports services, namely basketball, football, table tennis, figure skipping rope, athletics, gymnastics, and cheerleading. The results show that most students choose football and basketball as their after-school sports services, and there are more students. Therefore, football and basketball are divided into multiple groups for teaching, which is convenient to improve teaching quality. After offering these sports after-school services, the school has also developed its own unique sports program, campus football, while continuously improving the quality of physical education after-school services and teaching^[7]. Compared to other sports programs, the number of participants is like a small class.

Table 1: Basic information on student participation (N=136).

Survey content	Item	Number	Percentage (%)
Gender	Male	81	59.55
	Female	55	40.44
Class size	10-30	23	16.91
	31-50	113	83.08
Class hours (Minutes)	45	0	0
	60	136	100
	3-4 times/week	136	100

According to Table 1, it is found that among the selected students, the proportion of male students participating in physical education after-school services is significantly higher than that of female students. Their after-school service is set to last for 1 hour, twice a week, and the maximum number of students in each sports activity class participating in after-school service training is 83.08%, while the

minimum number of students in the class is 16.91%.

(2) Reasons for primary school students participating in physical education after-school services. The motivation for participating in physical education after-school services has the functions of orientation, initiation, reinforcement, and maintenance, which has an important impact on encouraging and promoting the development of physical education after-school services. According to the questionnaire survey, there are several reasons why primary school students participate in after-school physical education services. The majority of students participate in after-school physical education services because of their interests, leisure and entertainment, and improving their basic level of sports skills. Among them, 54% of students choose their own sports to improve their sports skills, 22% of students choose to have their favorite sports, 13% of students choose after-school physical education services because they feel that their body's immune system has been strengthened and the number of illnesses has decreased. 9% of students choose to participate in after-school physical education services in the hope that their academic pressure can be relaxed. 2% of students feel that they want to participate in after-school physical education services more during play time to learn. In addition, addressing the concerns of parents about their children's declining academic performance, prioritizing quality over culture, and difficulties in improving students with poor foundations in after-school physical education services. In the survey questionnaire, students were asked about their parents' attitudes towards their children's participation in after-school physical education services. Most parents support students in participating in after-school physical activities for physical exercise, physical and mental relaxation, and not only do they engage in physical exercise at school. During holidays, some parents also take their children for physical exercise, providing students with a healthy and happy environment for growth in a timely manner.

After carrying out physical education after-school service activities, we helped students and parents solve a difficult problem. Conducting after-school services is a continuous improvement process. In a questionnaire survey, we asked students if they were satisfied with various sports activities in physical education after-school services. It is obvious that students have chosen sports that they are interested in, and they all like the teaching quality, methods, and style of teachers. Most of them like to add theory to physical education after-school service teaching, which can help them better understand the sports they are learning.

3.2. Usage of venue equipment and facilities for providing after-school physical education services

(1) Analysis of the specific situation of various sports activities. Through questionnaire surveys and interviews with students and teachers participating in physical education after-school services, it was found that in order to improve the level and quality of teaching, the school's venue services have not yet reached the satisfaction of teachers and students. Just a whole football field area, along with a few basketball and table tennis fields outside the track and field field, cannot provide after-school football teaching services for seven groups at all. The large field is divided into several small fields for classes. In the interview, the football teacher said, "Due to the large number of people, dividing into multiple groups for classes, some teaching plans cannot be carried out at all. Not only is the teaching field small and crowded, but also it will disturb the practice of other groups. The overall teaching environment is crowded and noisy." In the end of the questionnaire survey of students participating in different sports projects, most of them said that not only is the field used crowded, but also the equipment cannot be supplied. Some students said that the equipment is not enough, and some said that the equipment is damaged. Seriously, it reduces the emotional value of students in class [8].

(2) The current situation of various sports under limited venue equipment and facilities. Venue facilities are places where physical education after-school services are provided. In such limited facilities, students and teachers are overcoming difficulties and providing more opportunities for students to learn and exercise in various sports events. Therefore, the school also held various sports competitions and activities in the last semester, such as football, basketball league, track and field games, and jump rope competitions, to showcase the technical movements they learned in after-school services during the competition. At the same time, some students who did not participate in sports after-school services can learn about sports after-school services during the competition. Perhaps they felt the joy that a certain sports project brought to students during the competition, and they want to participate in sports after-school services in the future. The idea of post service is the driving force behind the development of school sports. Therefore, venue equipment greatly affects the projects and effectiveness of sports after-school services that can be carried out. It is also a teacher's test to consider the practical conditions of the lack of resources such as school venues and sports equipment in the design of sports project content.

3.3. The participation status of teachers in after-school physical education services

In the past, physical education was the most easily overlooked course in schools, and before the "double reduction" policy was proposed, most schools did not attach importance to the development of physical education. Under the background of national policies, school physical education has been vigorously developed, and the workload of physical education teachers has become heavy. In addition to regular class hours, it is necessary to fully utilize the time for after-school services to implement quality education, cultivate students' abilities, stimulate their innovation, reduce the heavy learning burden on students, and promote their healthy and happy growth. Nowadays, various sports activities carried out by Xinqu No.1 Primary School actively participate in after-school services for students, allowing physical education teachers to fully utilize their professional abilities and establish a relaxed and enjoyable learning atmosphere for elementary school students. Participating in such an environment not only exercises the body but also improves the level of physical education development in the entire school. Therefore, it was learned during the interview that the purpose of participating in physical education after-school services for a primary school physical education teacher in Xinqu is to leverage their strengths and actively respond to national policies. They hope to educate students through physical education under sports policies, promote their comprehensive development, enrich their teaching experience, and enhance their work experience.

3.4. Parents' opinions on providing after-school physical education services

In order to better understand the specific situation of students, some parents of students who participate in after-school services were randomly selected for telephone interviews to understand the relevant situation. During the interviews, parents were asked whether they think physical exercise will affect their students' learning? For the reasons for participating in after-school services, the choice of sports is based on the wishes of the students. The results of this interview were obtained, and most parents still attach great importance to their students' physical exercise. A certain parent said, "It seems that children are under a lot of pressure during class and their bodies cannot bear it. They like sports. They heard that they have launched after-school sports services and discussed with their families about wanting to participate. After participating, they will see that their children's learning status is good and their basketball skills have improved. Their physical fitness has improved significantly compared to before." Some parents also expressed support for the implementation of after-school sports services, but according to their children's feedback at home, they know that there is still a need to strengthen the school's venue equipment. Parents hope that their children can train in a safe and well equipped environment. Perhaps they understand that after-school services will be helpful. Also, considering the child's thoughts, Under the trend of the development of mass society, parents have changed their views on after-school physical education services, encouraging their children to actively participate in sports activities and exercise their bodies. In their spare time, they take their children to sports stadiums for exercise, constantly advancing our path of sports development and making certain efforts to develop a strong sports country.

3.5. The attitude of school leaders towards providing after-school physical education services

After the implementation of physical education after-school services at Xinqu No.1 Primary School, school leaders strongly support students to participate in physical education after-school services, enabling them to grow up healthy and happy. The school leaders had a conversation with the physical education group teachers in the conference room about matters related to after-school physical education services. With the support of the school leaders, the physical education group organized various campus competitions, regularly inspected the results of after-school service training for various sports, and enabled students to play and practice while practicing. According to a survey, it was found that various sports events at Xinqu Primary School represent the school in competitions, and the school will subsidize funds for the sports team, allowing students to have the opportunity to go out and practice, allowing them to learn more experience and improve their knowledge level through communication with other schools. The school leaders know that the influence of providing after-school physical education services is good, and they are also expanding the playground. However, the construction of the venue requires a certain amount of time. Despite such difficult facilities, the school leaders and physical education teachers still encourage students who participate in after-school physical education services to persist in training ^[9].

4. Conclusion and Suggestion

4.1. *The current situation of providing after-school physical education services*

(1) There are various types of sports activities to be carried out, and students have a variety of choices.

Xinpu No.1 Primary School offers seven after-school sports services, including basketball, football, table tennis, figure skipping, athletics, gymnastics, and cheerleading.

(2) Inadequate promotion and popularization of individual projects. From the registration for various sports, it can be seen that there is a significant difference in the proportion of people participating. Some sports have not received active promotion, such as gymnastics, where the number of participants is extremely small. The promotion of good physical education after-school services is an important component of implementation. It is necessary to make students and parents deeply aware of the role of participating in physical education after-school services, which is conducive to the dissemination and development of various sports projects.

(3) Insufficient venue facilities and dilapidated equipment. Due to the continuous expansion of the school, the current venue facilities and teaching staff conditions are limited. Physical education after-school services are provided twice a week, and all projects are carried out simultaneously, which can easily lead to dangerous accidents and other problems. Therefore, the teaching form can only be based on teachers imparting knowledge and students practicing in place.

(4) School security needs to be strengthened. Firstly, it is to ensure the safety of the school campus. Secondly, the safety of students participating in after-school services is the biggest concern for parents. During sports training, it is inevitable for students to encounter bumps and bumps, and the use of aging sports equipment or equipment can also cause safety issues.

(5) Insufficient teaching staff of physical education teachers in schools. According to the actual investigation, there are a total of 14 in-service physical education teachers and more than 3000 students at Xinpu No.1 Primary School in the new area of Zunyi City. The number of physical education teachers in schools is limited, and a portion of them have not participated in after-school physical education services. However, the number of participants in the school's football project has been divided into groups, which increases the burden on teachers in the allocation of after-school service projects. According to the author's understanding, the school has established a cooperative relationship with foreign enterprise clubs, so the club has also arranged for five highly professional football coaches to participate in the school's physical education after-school services, reducing some of the teaching tasks for the school's physical education teachers. The school did not hire more extracurricular physical education teachers to provide after-school physical education services, which is also one of the main reasons why some sports after-school services were not carried out and promoted effectively, and some physical education teachers did not participate in after-school services due to heavy teaching tasks ^[10].

4.2. *Provide suggestions on the problems in providing after-school physical education services*

(1) Increase publicity efforts for various sports events. Introduce and present various sports knowledge in schools, first allowing students to experience the fun of each sport, and then choose to participate according to the sports they are interested in. Enable students to have one or two sports skills on their bodies, and engage in physical exercise in their spare time, so that they have a healthy and strong physique, laying the foundation for lifelong sports.

(2) Accelerate the construction of venue facilities and equipment maintenance. Sports venues, equipment, and facilities are important material foundations and guarantees for carrying out after-school sports services and improving students' physical fitness. Due to the lack of school venues and sports equipment resources, the development of sports projects is limited. Existing school venues and facilities should be maintained and necessary sports equipment should be purchased. At the same time, teachers should develop more sports projects by utilizing existing resources according to local conditions.

(3) Strengthening security measures. Safety has always been a top priority in school work and a top concern for parents. In recent years, campus safety issues have repeatedly emerged, so parents, schools, and relevant education departments are paying more attention. Physical education teachers must prioritize safety in providing after-school physical education services to students. Schools should clarify their responsibilities for managing after-school physical education services, prioritize student safety, and, if conditions permit, establish specialized medical rooms to enable students to receive timely treatment

in the event of accidents. Students should not be trained without a teacher, and after school, they should also explain their situation to parents. Safety during school is also very important.

(4) Increase the construction of teaching staff. The construction of teaching staff in physical education is the key to improving the quality of physical education. Schools should attach importance to teacher training, improve incentive mechanisms, strengthen teamwork, and appropriately increase the number of physical education teachers in service. Through these measures, we can build a high-quality team of physical education teachers and provide better physical education for students.

(5) Introducing off campus training institutions. To make up for the shortage of physical education teachers on campus, it is possible to introduce sports clubs into the campus to promote the development of after-school physical education services, select qualified sports clubs for admission, and continuously explore sports education integration projects that are in line with the development of the school. Adhere to the review of club admission qualifications, gradually improve the layout of school sports projects, promote the development of school sports work, and so on.

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