

# Innovations

## Research on the Problems of Social Part-Time Job of Physical Education Teachers in Colleges and Universities in Shijiazhuang

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### Abstract

*In contemporary China, part-time job of college physical education teachers has become one of the important ways for colleges to serve the society. The social part-time job of physical education teachers in colleges and universities in Shijiazhuang plays an important role in the development of social economy. With the increase of demand for sports social services, sports social services in colleges and universities appear to be in short supply. Based on this, this study studies the problems existing in social part-time jobs of physical education teachers in colleges and universities in Shijiazhuang. There are 5 colleges and universities in Shijiazhuang with 159 active PE teachers. In terms of the impact of social part-time jobs on individuals, most respondents believe that colleges and universities have no policies to support part-time jobs and department leaders do not approve them, which are the most serious problems, resulting in bad effects on participation in part-time jobs and evaluation. Therefore, to promote college physical education teachers to participate in social part-time work and better serve the society, it is necessary for the Shijiazhuang government, colleges and universities, physical education teachers and society to work together to formulate policies, standardize management, improve literacy and provide platforms.*

**Keywords:** *College physical education teachers, Existing problem, Shijiazhuang, Social part-time job*

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### I Introduction

With the development of economy, universities have gradually entered the center of society and become more and more closely connected with social politics, economy, culture and life. The social

service function of universities has become more and more prominent. As an important booster of regional economic and cultural development, colleges and universities are of great value and practical significance not only to the improvement of teachers' quality, but also to the sustainable development of colleges and universities, as to how their teachers participate in local development, how their social service ability is, and how to ensure and motivate teachers to participate in social service effectively through system construction and mechanism.

Since the reform and opening up, China has seen rapid economic development and gradual improvement of people's living standards, and the public's pursuit of a high-quality and healthy life. In response to the development of The Times and the needs of the people, The State Council issued the Outline of the Healthy China 2030 Plan in 2016, which clarified the importance of sports and health in national development. National fitness and people's health are the fundamental guarantee of social progress, which further narrows the distance between sports and our life. National fitness has become a national strategy. Under this social background, it gives new connotation and extension to social part-time job of physical education teachers in colleges and universities.

The world famous management master Drucker once said: "Human is the greatest asset of human society". As a kind of human resources with fierce market competition and strong plasticity, college physical education teachers not only occupy a very important position in the market competition, but also a key factor to promote social development (Deng, 2016). From the point of view of the sports industry itself, how to better explore and give full play to the role of PE teachers, so that they can better serve the social development and the national sports construction, has become a key issue of the current sports education circle. Therefore, it is imperative to study the part-time job of physical education teachers and how to give full play to the social value of physical education.

At present, the social service of sports resources in Chinese universities is still in its initial stage, and the social service, management mode, venue construction, resource utilization and other aspects cannot fully meet the needs of the people for national fitness. However, the role of physical education teachers, the key factor of the socialization service of college physical education resources, is not fully played, and there are still many problems.

In the place, take Shijiazhuang City as an example. With the rapid development of urban social economy, people's demand for fitness is constantly increasing, which leads to the serious shortage of sports social services in Shijiazhuang, and the social part-time job problem of physical education

teachers in colleges and universities in Shijiazhuang is becoming increasingly serious. Therefore, according to the current situation, the research on the problems of social part-time work of physical education teachers in colleges and universities in Shijiazhuang is in line with the national strategy of national fitness and the needs of Shijiazhuang's economic development, as well as the interests of colleges and universities in Shijiazhuang, physical education teachers in colleges and universities, and the public.

## II Review of Literature

The study of social part-time job of college teachers in foreign countries was first standardized by the United States. The Bayh-Dole Act, introduced by the US federal government in 1980, clearly stipulates that the intellectual property derived from university research funded by the federal government belongs to the university, but the inventor can share the income generated by the patent. In 1998, at the first World Higher Education Conference held by UNESCO in its headquarters in Paris, it was proposed that "the mission of universities is to promote social development and progress", which clearly pointed out that it is an inevitable historical choice for universities to serve society. Foreign researchers also have some views. Fleming Laurie and Kearns Jeremiah (2022) propose that schools can use school-wide, community-wide, whole-child (WSCC) models to address barriers to student educational success in areas such as health services, counselling, psychological and social services. Health and Physical education (PE) teachers are uniquely positioned to help reduce learning disabilities in physical and mental health through participation in WSCC groups; And help integrate programs that address academic, behavioral, social, and emotional needs.

David Mack (2013) pointed out that the universality of social service ability of college teachers means that the knowledge can realize the span of disciplines and majors, and can provide effective and common ability for social service. Derek Bock (2014) believes that college teachers are usually good at professional theoretical knowledge system, and compared with the practical knowledge system required by society and various industries, there is a big difference between them. Therefore, college teachers must improve their knowledge integration ability, be familiar with the use of professional knowledge and skills, and ensure that they can be effectively applied in social service work.

As Clark Kerr said, Modern universities have long gone beyond the German model of "scientific research based on teaching" and the British model of "pursuing knowledge truth and maintaining a high degree of academic freedom" and developed their own character (Huang,2022). In order to adapt to the rapidly changing social needs, colleges and universities have participated in the society consciously or unconsciously, among which the universalization and diversification trend of college teachers' participation in the society part-time jobs is strong evidence of this view.

You and Wang (2014) pointed out that China's current Education Law, Teachers Law, Higher Education Law and Physical Education Law do not have specific provisions on PE teachers' part-time jobs, which PE teachers can do part-time jobs, the content and time limit of part-time jobs are not orderly regulated, which makes the phenomenon of PE teachers' part-time jobs not orderly regulated from the legal level. Therefore, relevant departments in China should take the actual situation as a basis to increase and expand the development of ways for PE teachers to participate in serving the society. To promote physical education teachers in colleges and universities to do a good job in social part-time work from many aspects, through many ways, in various forms and on the basis of multi-coordination, and to serve the society more deeply.

In November 2016, the General Office of the Central Committee of the Communist Party of China and The State Council issued several Opinions on Implementing the Distribution Policy Oriented to Increasing the Value of Knowledge, article 6 of which stipulates that "scientific researchers and teachers are allowed to take part-time jobs in accordance with the law and regulations." Social part-time job of college teachers refers to the on-the-job professional and technical personnel in colleges and universities who, on the premise of not affecting their own work, engage in teaching, scientific research, consulting services, scientific research transformation, innovation and entrepreneurship and other activities in other units or organizations outside the school with the consent of the school, and receive certain remuneration.

Luo (2017) pointed out that the part-time job of college teachers may bring the following problems: the phenomenon of "hidden loss" of teachers may be intensified, the imbalance between teaching and research and off-campus part-time jobs may occur, the science and technology evaluation system may be out of control, and the construction of "double-qualified" teachers may be more difficult. Wang (2017) put forward the following problems from the perspective of policy formulation: the part-time management of teachers in universities is too broad and lacks operability,

and the "scope of work" in the part-time policy of teachers in universities is not clearly defined. Qi Chaomei and Liu Menghua et al. (2017) put forward four main relationship issues in the implementation of policies: the relationship between university teachers and primary and secondary school teachers, the relationship between their own jobs and part-time jobs, the relationship between industry and outside the industry, and the relationship between scientific research part-time jobs and general part-time jobs.

The above reflects the lack of support and guidance for the social part-time job of college physical education teachers at the level of local government laws and university system, which makes the way of social part-time job of college physical education teachers blocked, and social part-time activities are not standardized at the same time, there is no legal protection. From the state to the local, the law and system cannot be connected, which is also a problem encountered in the social part-time job of physical education teachers in Shijiazhuang universities.

### **III Statement of the Problem**

This study aimed at determining the degree of seriousness of the problems encountered by physical education teachers in Shijiazhuang colleges and universities. Specifically it sought answers to the following question:

What is the degree of seriousness of the problems encountered by physical education teachers in Shijiazhuang colleges and universities?

### **IV Methods**

This study uses the methods of quantitative research and questionnaire survey to understand the problems existing in the social part-time job of physical education teachers in Shijiazhuang universities. Weighted mean was utilized to determine the degree of seriousness of the problems encountered by physical education teachers in Shijiazhuang colleges and universities. Four-point Likert scale was used for the degree of seriousness.

This paper takes the problems existing in the social part-time job of physical education teachers in colleges and universities in Shijiazhuang as the research theme. A questionnaire survey was conducted among 159 in-service physical education teachers in 5 colleges and universities in

Shijiazhuang city using total enumeration. The questionnaire was issued in the form of online data collection on the "Questionnaire Star" platform.

**Table 1.**

**Population of the Respondents**

<b>University</b>	<b>Teachers</b>
Shijiazhuang University	72
Shijiazhuang Information Engineering Vocational College	42
Shijiazhuang Vocational and Technical College	
Shijiazhuang Preschool Teachers College	21
Hebei Zhengding Normal College	15
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<b>Total</b>	<b>159</b>

**V Data Analysis**

A total of 159 questionnaires were issued, 159 questionnaires were recovered, and 159 valid samples were collected. The reliability coefficient values of the research data is greater than 0.9, which comprehensively indicates that the data has high reliability quality and can be used for further analysis. The validity verification using KMO and Bartlett tests 0.923, KMO value is greater than 0.8, and the research data is very suitable for extracting information (the validity is very good from the side).

**Table 2.**

**Summary of the Degree of Seriousness of the Problems Encountered by Shijiazhuang Colleges and Universities**

<b>Content of a project</b>	<b>Average value</b>	<b>Description</b>
1.the degree of seriousness of the Problems of social part-time work on individuals.	2.56	Serious
2.the degree of seriousness of the Problems of social part-time colleges and universities.	1.58	Not serious
3.the degree of seriousness of the Problems of social part-time on profession.	1.79	Slightly serious

There are three variables in the questionnaire, which are the impact of taking part time in society on individuals, the impact on colleges and universities, and the impact on majors. Table 2 shows the average value of the three variables. It can be seen that respondents generally believe that participating in social part-time jobs has the greatest impact on individuals. Second is the impact on the profession, which the data show is not significant. Third, the impact on colleges and universities, the data shows no impact.

**Table 3.**

**The Degree of Seriousness of the Problems of Social Part-Time Work on Individuals**

<b>Content of a project</b>	<b>Average value</b>	<b>Description</b>
1. There is no school or department policy to support teachers in social part-time.	3.43	Very serious
2. Part-time social jobs are not approved by the school leaders.	3.28	Very serious
3. Participating in social part-time jobs affects the odds of being ranked first.	3.04	Serious
4. The part-time job of college teachers has a bad social reputation.	1.68	Not serious
5. The community where the university is located and the general public do not support the part-time job of teachers.	1.57	Not serious

The stakeholders of social part-time jobs of physical education teachers in colleges and universities in Shijiazhuang are local government, universities (internal and external) and society, which interact and influence each other. It can be seen from the data in Table 3 that the two problems of "no policy support" and "not recognized by leaders" are very serious, which reflects the lack of management system for social part-time job of PE teachers in universities. In addition, social part-time job may affect their work, resulting in vague attitude, no support and no encouragement from the leaders of sports departments. The impact on the "teacher evaluation" problem is serious, reflecting that social part-time job will reduce the time to participate in school activities, competitions, scientific research, and so on. Coupled with the attitude of department leaders, teachers who do not participate in social part-time job or social part-time job may be given high marks. The two questions of "social reputation" and "community and public support" have no impact,

reflecting that most respondents are dedicated and have excellent service quality in the process of participating in social part-time jobs, and have been widely recognized by the public.

**Table 4.**

**The Degree of Seriousness of the Problems of Social Part-Time Work on Colleges and Universities**

<b>Content of a project</b>	<b>Average value</b>	<b>Description</b>
1.University and teachers part-time, income distribution is uneven, subject and object conflict.	2.63	Serious
2.Social part-time employment consumes school manpower, space, equipment and other resources.	2.41	Slightly serious
3.Social part-time jobs lead to the widening of the income gap between teachers, causing conflicts between colleagues.	2.30	Slightly serious
4.Social part-time jobs destroy the integration and development of schools and communities, and it is difficult to obtain external resources.	1.67	Not serious
5.Participating in social part-time work has damaged the university reputation.	1.62	Not serious

As the main body, colleges and universities have a relationship between management and being managed, and they have a cooperative relationship with PE teachers when using school sites, equipment and other resources to serve the society. The development of colleges and universities should also deal with the relationship between off-campus communities and internal teachers. It can be seen from Table 4 that the "subject-object conflict" has a serious impact, indicating that universities and physical education teachers are prone to unequal income distribution and interest conflicts, which again reflects the lack of part-time management system in universities. The two problems of "wasting school resources" and "causing conflicts among colleagues" are somewhat influential. The use of school resources to serve the society will inevitably consume resources such as venues and equipment, which requires colleges and universities to regulate management or sign agreements to compensate for the loss of resources, and the vast majority of social part-time jobs are paid, which will inevitably lead to a widening income gap between colleagues. This requires universities to introduce policies to provide teachers with voluntary income generation work on

campus. The two problems of "access to external resources" and "damage to university reputation" are generally considered by the respondents to have no impact, reflecting that the part-time participation of university physical education teachers in society is to provide sports services for the society, alleviate the situation of insufficient social sports services, and is recognized and welcomed by the community, so it will promote the integration of universities and communities. At the same time, it will facilitate universities to obtain external resources and improve social reputation.

**Table 5.**

**The Degree of Seriousness of the Problems of Social Part-Time Work on Profession**

<b>Content of a project</b>	<b>Average value</b>	<b>Description</b>
1.Social part-time jobs reduce self-learning time, which is not conducive to long-term professional development.	2.81	Serious
2.Social part-time jobs reduce the time of scientific research and hinder the transformation of scientific research results.	2.75	Serious
3. Social part-time jobs hinder professional development.	2.62	Serious
4.Social part-time jobs affect professional social brand power, reduce personnel to study in school.	1.64	Not serious
5.Social part-time jobs affect the broadening of professional knowledge.	1.57	Not serious

Physical education teachers in colleges and universities, whether they participate in social part-time jobs or not, can not delay their own work, can not affect their own professional development. As can be seen from the data in Table 5, the three problems of "unfavorable long-term professional development", "hindered scientific research transformation" and "hindered professional development" are seriously affected, reflecting that if the part-time job is not moderately participated in, the number of part-time jobs is too much and the time is too long, it will certainly affect the professional learning and scientific research time, and the professional development will be seriously affected. However, the respondents generally believe that there is no impact on the issues of "professional brand power" and "broadening professional knowledge". Through social part-time jobs and more participation in social services, the profession can be combined with practice, the practicality of professional book knowledge can be tested, the scope of professional knowledge can

be broadened, and the professional practicality and brand power can be continuously improved in the process of professional practice.

To sum up, there are many problems in the social part-time work of physical education teachers in colleges and universities in Shijiazhuang, which are mainly manifested in the absence of guiding laws and regulations of local governments, vague, non-standard and imperfect system of social part-time management in colleges and universities, insufficient improvement of professional quality and professional ethics of physical education teachers, and lack of coordination and supervision mechanism of social organizations.

## **VI Conclusions and Suggestions**

### **According to the local Social Development Situation, the Local Government Has Issued Regulations on Part-Time Physical Education Teachers in Colleges and Universities**

It is precisely because of the lack of local government regulations that colleges and universities lack a strong legal basis for the personnel management of teachers to regulate and manage the part-time behavior of teachers. Therefore, it is recommended that the Shijiazhuang municipal government or competent departments fully investigate the scale and demand of the city's sports market, solicit opinions from universities, college physical education teachers, and social organizations, and follow national laws and regulations such as the Education Law, Teachers Law, Higher Education Law, and Several Opinions on Implementing the Distribution Policy Oriented by Increasing the value of Knowledge. The Measures for the Administration of Social Part-time Jobs of Physical Education Teachers in Colleges and Universities in Shijiazhuang were issued, which further stipulated the nature, subject qualification, behavior mode and responsibility bearing mode of physical education teachers in colleges and universities, clarified the specific rights and obligations of colleges and individuals in part-time jobs, and the ways to resolve disputes over part-time jobs. In addition to providing legal basis for personnel management in colleges and universities, it also provides behavioral norms and legal protection for social part-time workers.

**Colleges and Universities in Combination with Their Own Situation, the Development of Physical Education Teachers Social Part-Time Management Implementation Rules**

The management of social part-time jobs of teachers in colleges and universities has always been in a "vague" state, one is because there is no clear law and regulations of the superior authorities, and the other is probably because colleges and universities are in the exploratory stage of serving the society. As a result, the directors of sports departments often adopt a vague attitude of neither supporting nor opposing. Therefore, it is suggested that colleges and universities according to their own school conditions, teachers, teaching, scientific research and other conditions, solicit the opinions of personnel departments, teaching and scientific research departments, sports departments, etc., according to the laws and regulations of the Shijiazhuang municipal government, in line with the principle of support, encouragement and standardized management, to formulate the Implementation Rules of Social Part-time Management of physical education Teachers. In order to clarify the responsibilities and obligations of both schools and teachers, promote sports social services and enhance the reputation of schools.

**Physical Education Teachers in Colleges and Universities Improve Their Professional Ethics and Professional Quality, and Actively Implement Part-Time Management System.**

In the past, there were no clear laws and regulations and implementation rules, which led to the lack of support and recognition for PE teachers in participating in social part-time jobs, evaluation, and application for scientific research funds, which seriously affected the service of society and their own development. Therefore, it is suggested that physical education teachers in colleges and universities should actively participate in the suggestions of regulations and implementation rules, and strive for more policies conducive to their own development, professional development and social service. After the promulgation of regulations and rules, they should be strictly implemented and obey the management, but also protect their own rights and interests. Resolutely oppose "delay their work", "hinder professional development", "all money oriented" and other wrong behaviors, constantly improve their professional quality and professional ethics, and better serve the society.

**Social Organizations (Associations) Actively Build Part-Time Platforms and Strengthen Supervision.**

Some physical education teachers in colleges and universities have the idea of participating in social part-time jobs, but there is no information about the need for part-time jobs, resulting in few social part-time jobs. Some teachers, because there is no supervision mechanism, the social part-time workload is too large, affecting the quality of service, affecting their own work, and conflict with stakeholders. Therefore, it is suggested that social organizations (associations) actively build a sports part-time service platform, promote the smooth contact between supply and demand, jointly with the government management departments of sports part-time and colleges and universities, establish a social part-time evaluation system for college physical education teachers, and jointly supervise the social part-time situation of college physical education teachers.

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