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Critical Review

The Qualifications of a High School Physics Teacher Have

Konstantinos T. Kotsis[1*]

[1] Lab of Education and Training of Physics, Department of Primary Education, University of Ioannina, Greece
* Correspondence: kkotsis@uoi.gr

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Abstract: This study critically examines at the requirements for physics teachers in secondary schools. This study intends to shed light on the topic and offer insightful information for educators, policy-makers, and other stakeholders in the field of education by examining the many abilities, know-how, and experiences that go into good physics instruction at the high school level. This essay will demonstrate the necessary credentials that high school physics teachers should have in order to successfully engage students, improve learning outcomes, and support the success of science education in secondary schools through a thorough analysis of current research, educational standards, and best practices. The study aims to provide light on this important subject in order to contribute to current debates and decision-making processes concerning the hiring, preparation, and advancement of high school physics instructors. The ultimate objective of this research is to enhance physics education for the benefit of both society and students.

Keywords: high school; physics teacher; qualifications, physics education

1. Introduction

Critical thinking abilities and pupils' comprehension of the world around them are greatly enhanced by physics education (Banda & Nzabahimana, 2021). According to Costa et al. (2024), textbooks are a fundamental teaching resource that emphasize the interdisciplinary links between physics and other courses, such as history, as well as the historical development of physics. Moreover, Vörös (2020) emphasizes how important it is to include environmental physics in the curriculum in order to raise students' understanding of environmental issues and encourage environmentally friendly conduct. These results demonstrate how physics education is multifaceted, combining environmental factors, practical applications, and theoretical principles. Teachers can give pupils a comprehensive and memorable education by examining the historical background of physics and highlighting its application to the environment (DeBoer, 2000). Therefore, comprehending scientific principles and understanding their historical development and contemporary applications are essential to a thorough grasp of physics education (Wieman & Perkins, 2005).

It is impossible to overestimate the importance of having certified physics professors in high schools. These instructors give their pupils a solid grounding in the fundamentals of physics, which is crucial for pursuing higher education in science and engineering. Students' curiosity and critical thinking abilities can be stimulated, and a lifetime love of learning can be fostered by a teacher with a thorough understanding of physics principles and pedagogical techniques. Studies have indicated that pupils instructed by highly skilled educators typically attain superior academic results (Rivkin et al., 2005) and are more inclined to seek postsecondary education in STEM domains (Lee & Mamerow, 2019). Furthermore, competent physics instructors can foster a supportive learning atmosphere where students are inspired to realize their full potential (Nielsen et al., 2016). By ensuring that high school physics teachers have the required credentials, schools can assist in preparing the future generation of scientists, engineers, and innovators (Soricone & Barbosa, 2020).

High school physics teachers must have a combination of subject knowledge, teaching experience, and educational credentials. First and foremost, completion of a teacher education program and a bachelor's degree in physics or a comparable discipline are usually prerequisites. Furthermore, in certain nations, a state certification or license is required to lawfully teach in public schools (Goldhaber & Brewer, 2000). Relevant teaching experiences,

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such as tutoring or student teaching, can supplement formal education and improve a candidate's qualifications (Darling-Hammond et al., 2005). To effectively teach physics to pupils, one must possess subject expertise, including a thorough comprehension of concepts and principles. Opportunities for professional development, such as workshops or continuing education classes, can also show a teacher's dedication to lifelong learning and development. In conclusion, to properly instruct pupils in this challenging subject, a high school physics teacher must have a combination of education, experience, and expertise (Assem et al., 2023).

A high school physics teacher should be well-versed in pedagogical techniques and pedagogy and hold graduate degrees in physics or a similar discipline (Halim et al., 2002). This is crucial for engaging and comprehensibly teaching high school students about complex scientific subjects. A high school physics teacher should also be able to provide an inclusive and supportive learning environment and have experience working with teenagers. Studies have indicated that educators possessing strong pedagogical abilities and subject matter competence can better assist pupils in achieving academic achievement (Liakopoulou, 2011). Furthermore, for high school physics teachers to continuously enhance their instructional strategies and give their students access to the most recent data and resources, they must stay current on physics developments and take advantage of professional development opportunities (McLoughlin & Van Kampen, 2019).

2. Educational Background

Higher education is a prerequisite for high school physics teachers and a bachelor's degree in physics or a comparable discipline. Completing a teacher education program emphasizing pedagogy, instructional strategies, and classroom management is usually required (Liakopoulou, 2011b). A teacher's skills and competence in the subject can be further enhanced by pursuing advanced degrees, such as a master's or doctorate. According to research, higher-educated teachers are more successful in raising student achievement (Burroughs et al., 2019). For high school physics instructors to stay current on the newest developments in the field and instructional techniques, they should take advantage of professional development opportunities, workshops, and conferences (Hodapp et al., 2009). High school physics teachers must possess a thorough educational background to instruct and motivate their pupils in the subject properly.

A bachelor's degree in physics or a closely related discipline is necessary to work as a high school physics teacher. With this degree, aspiring teachers will have a solid foundation in physics' core ideas and the quantitative abilities needed to instruct high school pupils in the field. Furthermore, a bachelor's degree in physics or a closely related discipline shows prospective employers that a candidate is dedicated to the topic and capable of meeting the demanding requirements of high school physics instruction. It is said that people with a background in physics are better suited to communicate complicated scientific concepts in a way that pupils can understand (Redish & Burciaga, 2003). Additionally, a bachelor's degree in physics or a similar discipline guarantees that teachers have the subject matter expertise to develop exciting and educational lesson plans (Carlson & Carlson, 2015).

One's ability to teach and topic knowledge can be significantly impacted by selecting between a master's degree in physics or education, considering the requirements for a high school physics teacher. A master's degree in physics provides a deeper comprehension of the subject matter. In contrast, a master's degree in education might offer insightful pedagogical knowledge and teaching tactics specific to the classroom. It can improve one's capacity to impart complicated scientific ideas efficiently. Studies have shown that instructors who possess an in-depth understanding of the subject matter can better hold students' attention and encourage learning objectives (Gore & Rosser, 2020). Consequently, a person's job objectives and preferred teaching style will ultimately determine whether to pursue a master's degree in Physics or Education.

High school physics teachers must have the appropriate teaching certification to guarantee their proficiency and efficacy in the classroom, as they significantly influence how pupils perceive scientific concepts. According to Sudarmono et al. (2021), teacher certification strongly emphasizes the value of academic credentials, competency, and the capacity to support national educational goals. Furthermore, the changing nature of education emphasizes the need for ongoing professional development and adherence to certification standards to improve teaching quality. This is demonstrated by China's emphasis on talent training and curriculum reform in college physics teaching (Gao, 2020). Institutions can ensure that high school physics teachers have the information, abilities, and pedagogical

tactics needed to create memorable and captivating courses that pique students' interest and deepen their comprehension of the topic by maintaining strict requirements for teacher certification.

Moreover, to stay current with the latest developments in the field, high school physics teachers must pursue continuing education in the subject (Amtu et al., 2020). Professional development opportunities, such as attending conferences and seminars or obtaining postgraduate degrees, can help educators gain a deeper knowledge of complicated subjects and approaches. Studies have demonstrated the beneficial effects of continuous professional development on student learning outcomes and the quality of instruction (Kunter et al., 2013). Some other studies reported that Physics department students have misconceptions about basic physics concepts (Stylos et al., 2008; Stylos et al., 2021) or modern physics (Gavrilas & Kotsis, 2023; Migdanalevros & Kotsis, 2021). Teachers can improve instructional strategies and integrate cutting-edge teaching practices with ongoing education (Didion et al., 2019). Additionally, teachers can modify their curricula to reflect the most recent developments in physics education by keeping up with new research findings and developing technology (Tarling & Ng'ambi, 2016). Putting money into continuing education allows high school physics teachers to give pupils a challenging and modern curriculum.

Teachers in high school physics need to be experts in their subjects and have had specific training in efficient teaching techniques (Demchenko et al., 2021). This entails being aware of educational approaches that address the various needs of learners and modifying teaching tactics for various classroom settings. According to Slavin's (2019) research, educators who undergo training in evidence-based teaching approaches are more capable of fostering student engagement and effectively facilitating learning. Additionally, specific training in instructional strategies can improve teachers' capacity to evaluate students' progress, offer insightful criticism, and establish a nurturing learning environment that promotes academic development (Munna & Kalam, 2021). Teachers may ensure they can motivate and excite the next generation of scientists and critical thinkers by investing in ongoing professional development in high school physics and teaching approaches.

3. Content Knowledge

Beyond just being an expert in the field, high school physics teachers must also possess the critical integration of pedagogical knowledge and technology skills. The importance of Technological Pedagogical Content Knowledge (TPACK) in educational research was highlighted in a content analysis study (Saputra & Chaeruman, 2022), which also highlighted the crucial synergy of professional skills, pedagogy, and technology in maximizing learning outcomes. Furthermore, a study on the Pedagogical Content Knowledge (PCK) of biology teachers (Mapulanga et al., 2022) highlighted the significant influence that teachers' perceived application of PCK had on student accomplishment. This study found that some aspects of PCK, like recognizing students' past knowledge and clearing up misconceptions, are essential for efficient instruction. These findings highlight the significance of ongoing professional development and the diverse content knowledge that high school physics teachers must possess. This knowledge includes subject matter competence and pedagogical and technical competencies (Masrifah et al., 2019).

To effectively teach high school physics, educators need to thoroughly understand fundamental physics topics (Fischer & Neumann, 2023). This competence is the cornerstone for developing thorough explanations and captivating teaching (Bao & Koenig, 2019). Teachers with a solid understanding of foundational concepts like electromagnetism, thermodynamics, mechanics, and quantum mechanics can better explain difficult concepts to their pupils understandably and effectively. Teachers are better equipped to correct misconceptions and provide appropriate answers when they understand these ideas (Chen et al., 2020). It gives students more realistic and engaging examples and applications from real-world situations, which increases their interest in the subject. Furthermore, mastery of fundamental physics concepts enables teachers to modify their pedagogical approaches to accommodate diverse learners' styles and aptitudes in the classroom, thus fostering a more inclusive and helpful learning environment for every student.

Furthermore, a thorough comprehension of the curriculum standards is necessary for high school physics instructors. Curriculum standards guarantee that pupils receive a thorough education in the subject matter by providing a framework for creating and delivering instruction (Harlow et al., 2020). Physics teachers can adapt their lesson plans to fulfill these unique criteria by being familiar with the curriculum standards established by state and

national education bodies (Iqbal et al., 2021). This guarantees that students encounter the required material and supports educators in upholding the quality of their teaching. Additionally, having a solid understanding of curriculum standards enables teachers to make well-informed judgments about instructional tactics and effectively assess student development (Gouëdard et al., 2020). According to research, educators are more successful in fostering student learning outcomes when they base their instruction on recognized curricular standards (Pak et al., 2020). Thus, an essential requirement for high school physics teachers is a strong grasp of curriculum standards (Martinez, 2022).

Moreover, a high school physics instructor must be proficient in incorporating technology into their lesson plans (Ramma et al., 2017). Using interactive simulations, virtual laboratories, and multimedia materials that accommodate different learning preferences, technology can improve the educational process. It is possible to increase students' engagement and accessibility with abstract topics using intelligent boards, educational software, and online platforms. Studies have indicated that incorporating technology in the classroom can enhance student performance, involvement, and critical thinking abilities (Niess, 2005). Consequently, a physics teacher's technological competency improves teaching strategies and gives students the fundamental digital literacy abilities they need for the twenty-first-century workplace (Nazifah & Asrizal, 2022). A crucial skill for instructors of high school physics is the ability to incorporate technology into their lessons.

When examining the necessary body of knowledge for high school physics teachers, a thorough grasp of the most recent findings is crucial. According to (Ilukena et al., 2017), a teacher's pedagogical abilities and topic competence can significantly improve with extra qualifications and specialized training in subjects like physics. This, in turn, can positively impact students' learning outcomes in mathematics and the natural sciences. Additionally, (McConney & Price, 2009) highlight the frequency of teaching outside of one's field in educational settings, especially in essential subjects like science and mathematics, emphasizing the significance of ensuring high school physics teachers have the training and experience to teach the curriculum effectively. This study's finding is consistent with the larger conversation about how teachers' quality affects students' performance in physics and related fields. It highlights the importance of high school teachers' subject-specific training and continuous professional development in creating a positive learning environment (Darling-Hammond, 2000).

To guarantee that students obtain a thorough and demanding education in physics, high school physics teachers need to be very competent in teaching advanced physics topics. Proficiency in instructing advanced physics subjects entails a thorough comprehension of the subject matter and the capacity to proficiently convey intricate ideas, stimulate captivating dialogues, and offer demanding possibilities for pupils to solve problems. In order to satisfy the various learning demands of their pupils, teachers must be current on industry developments and possess the flexibility to modify their pedagogical approaches (Teo et al., 2021). Furthermore, to effectively teach advanced physics topics, teachers must be passionate about the subject, have excellent critical thinking abilities, and encourage students to go deeper. Students can be successfully prepared for postsecondary education and careers in STEM sectors by high school physics teachers who possess a high degree of proficiency in teaching advanced physics courses (Felder & Brent, 2024).

4. Pedagogical Skills

It is impossible to overstate the crucial influence of instructional abilities on high school physics instructors' success. Successful educational outcomes depend on integrating professional skills, pedagogical abilities, and technology in learning, as highlighted in the research findings (Saputra & Chaeruman, 2022). The study emphasizes how important it is for educators to be able to integrate into their teaching practices. It stresses the necessity for a variety of research methodologies to support this focus. Furthermore, as the community service initiative (Fernandez, 2024) highlights, the investigation of teacher productivity in scientific article writing emphasizes the significance of ongoing professional development for educators. Physics teachers can improve student learning experiences by participating in activities that advance their scholarly output and pedagogical competencies. This will also boost their professionalism, self-assurance, and teaching efficacy (Gondwe, 2021).

To be a competent high school physics teacher, one must possess strong classroom management abilities (Özen & Yildirim, 2020). Setting clear goals, creating a supportive learning environment, and implementing behavior control techniques are all essential

components of effective classroom management. From the start of the school year, teachers can provide a disciplined environment where students know exactly what is expected of them by setting clear expectations. Creating a supportive learning atmosphere encourages student enthusiasm and engagement, which improves academic performance. Furthermore, teachers may manage disturbances quickly and effectively when they have techniques to deal with student behavior issues, ensuring that all students are in a productive learning environment (Weinstein, 2007). Effective classroom management is essential for high school physics teachers to foster a positive learning atmosphere where students can succeed academically.

Differentiated instruction strategies have great potential to improve student learning outcomes and promote a deeper comprehension of difficult scientific concepts in high school physics education. Innovative pedagogical tactics like Vee diagrams can effectively involve students in the structure and interplay of knowledge, promoting a more dynamic and constructivist learning environment, as demonstrated by the study that used the Vee Heuristic Teaching Approach (VHTA) (Njue et al., 2018). Moreover, incorporating natural science webbed handouts into science education (Sukariasih, 2017) emphasizes the significance of customized learning resources that accommodate a range of learning preferences and skill levels. High school physics teachers can create a welcoming and inclusive learning environment that supports students' academic achievement and increases their engagement with the com-plexities of physics ideas by adopting a range of teaching modalities and customizing material delivery to match the requirements of each student.

Examining high school physics teachers' evaluation and feedback techniques is crucial when analyzing the credentials needed for these positions. Evaluating students' comprehension of physics topics and advancement depends heavily on assessment (Assem et al., 2023). For high school physics teachers to effectively assess their students' knowledge and skills, they must be skilled in creating various assessment forms, including quizzes, exams, and projects. Fur-thermore, prompt and helpful feedback is essential for assisting students in raising their level of performance and developing a deeper comprehension of physics concepts. Teachers can help students succeed academically by providing targeted feedback highlighting areas for growth and the good parts of their work. High school physics teachers can effectively support their students' learning and progress in the subject by using appropriate procedures for assessment and feedback (Mestre & Docktor, 2020).

Encouraging high school pupils to think critically and solve problems is essential to their success in physics in the future (Wider & Wider, 2023). Encouraging students to critically evaluate information, challenge presumptions, and use their imaginations can improve their capacity to take on challenging issues and develop original solutions. By including practical experiments, group debates, and real-world applications in the curriculum, teachers can help their students develop a culture of inquiry and curiosity (Kibga et al., 2021). Allowing students to work on complex assignments and conduct research will help them advance their critical thinking and analytical abilities (Fitria & Suminah, 2020). Instructors are essential in helping students develop into self-sufficient thinkers and problem solvers and equipping them with the skills needed to succeed in the classroom and beyond.

Given the changing nature of educational methods, It is essential to include interactive and engaging components in high school physics classes to encourage student involvement and in-depth comprehension. Learning progressions are a structured method of formative assessment procedures that can help teachers explain objectives, interpret student comprehension, and modify instruction based on their findings (Zhai et al., 2018). Moreover, as Gould et al. (2014) emphasized, students are encouraged to take an active role in their education by delving into the intricacies of real-world events through experiential learning with messy data, like that of the ExoLab project. Teachers may create a dynamic learning environment that develops students' critical thinking abilities and data literacy in high school physics by embracing re-al-world applications and letting them work with real, complicated data sets. By incorporating these evidence-based practices into lesson planning, high school physics instruction can be more successful and of higher quality overall.

5. Discussion

It should be noted that a high school physics teacher must possess a variety of skills to teach this specialized subject effectively. A competent physics teacher needs to be well-versed in physics subjects, have strong teaching abilities, and be able to explain difficult concepts to students with different learning preferences. A high school physics teacher should also be passionate about the subject to pique students' interest and encourage participation. Teachers

must possess the relevant teaching certification and an educational background, such as a bachelor's degree in physics or a similar discipline, to guarantee they have the material knowledge and instructional abilities to teach students effectively. Furthermore, maintaining up-to-date with physics developments and engaging in continual professional development is essential for consistently enhancing teaching methodologies and student learning results. To sum up, essential skills for high school physics teachers include subject matter understanding, instructional proficiency, and a commitment to professional development.

A critical factor in determining how pupils' futures are shaped in high school is the presence of qualified physics professors. These educators are the cornerstones for pupils acquiring scientific information and critical thinking abilities. Qualified physics teachers can effectively engage pupils under challenging ideas and provide a strong comprehension of the subject matter because of their competence and experience. Studies have indicated that pupils who receive instruction from certified physics teachers typically score higher on standardized assessments and are more inclined to continue their education or pursue employment in the field. By maintaining high standards of instruction and fostering a positive learning environment, qualified physics teachers significantly contribute to the overall academic performance of their students as well as the growth of scientific knowledge in society.

A solid educational foundation in physics or a closely connected topic, such as a master's or doctoral degree in physics or science education, is one of the essential qualifications for high school physics teachers that have been discussed. Furthermore, a minimum of two years of high school teaching experience and a track record of successfully igniting students' interest in the topic are necessary. Another essential qualification is using technology and creative teaching techniques to improve student learning outcomes. One must possess practical written and vocal communication abilities to effectively and concisely convey complicated scientific concepts. High school physics teachers must possess academic expertise, teaching experience, tech-nology competency, and excellent communication skills to effectively educate and inspire the next generation of scientists and innovators.

A call to action to increase the qualifications of physics teachers is necessary to address the urgent need for better physics instruction in high schools. Studies have indicated that one of the most important variables influencing student performance is the caliber of the teacher, espe-cially in STEM fields like physics. Thus, it is imperative to support physics educators' pro-fessional development to guarantee that students obtain a top-notch education in this important subject. Allowing teachers to advance their pedagogical knowledge, subject-matter expertise, and classroom management strategies can raise student engagement and learning outcomes in physics classes. Furthermore, encouraging higher education in physics through degrees and certificates will draw in more competent people, which will eventually help students and the more significant STEM labor force (McLoughlin & Van Kampen, 2019).

Physics education in the future will have to change to keep up with the quick changes in science and technology. To improve student learning, educators must be ready to incorporate the growing usage of virtual laboratories, interactive simulations, and internet resources into their lesson plans. Furthermore, as physics develops into specialized fields like quantum physics and astrophysics, high school physics teachers must thoroughly understand these disciplines to teach their pupils difficult topics properly. It will be crucial for educators to have access to professional development opportunities and continuous assistance to stay current with research and teaching methodologies. To guarantee that students have the information and abilities necessary to thrive in a society that is becoming more and more physics-driven, the future of physics education must cultivate a culture of ongoing learning and innovation. As a result, in addition to having a solid theoretical and applied physics background, high school physics teachers must be passionate about encouraging the next wave of scientists and intellectuals.

6. Conclusions

In conclusion, various requirements are needed for a high school physics teacher, in-cluding pedagogical and subject-matter expertise. A bachelor's degree in physics or a closely related discipline is preferred, although a teaching credential or certification will also be con-sidered. The candidate should have a solid background in physics. Furthermore, having prior teaching experience—whether from student teaching or paid employment—is crucial for successfully enabling a candidate to explain difficult physics concepts to high school pupils. Moreover, retaining efficiency in the classroom requires continuing professional development and keeping up with the latest developments in education. Consequently, it is imperative for

a high school physics teacher to consistently work towards improving their abilities and expertise, showcasing a dedication to lifetime learning and professional development. Ultimately, an excellent high school physics teacher is skilled at motivating and involving their pupils in learning and is informed about the subject matter.

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