

Research on the "Home-School-Community" Collaborative Model for Promoting Youth Sports Development from the Perspective of Integration of Sports and Education: A Case Study of Linyi City

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Abstract: This study uses methods such as literature review, questionnaire surveys, interviews, statistical analysis, and logical reasoning to explore the role of the "home-school-community" collaborative model in promoting youth sports development within the context of the integration of sports and education. The aim of this research is to establish a framework for a collaborative model of youth sports development involving family, school, and community, to enhance the participation in youth sports activities. The results indicate that the main issues in youth sports development in Linyi City include insufficient implementation of school sports policies, unreasonable sports faculty structure, shortage of sports facilities, limited extracurricular sports activities, lack of community sports resources, and inadequate family support. Based on these findings, a collaborative promotion model involving schools, families, communities, governments, and social organizations has been constructed, clarifying the responsibilities of each party and emphasizing the establishment of resource sharing and cooperation mechanisms. The study highlights the importance of constructing an effective coordination and supervision mechanism.

Keywords: Integration of Sports and Education; Home-School-Community Collaboration; Youth Sports; Development Model

In 2020, the Ministry of Education and the General Administration of Sports of China jointly issued the "Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Growth of Adolescents," emphasizing the importance of the integration of sports and education, aimed at promoting

the all-round development of young people. Although the concept of the integration of sports and education has been widely recognized, numerous challenges remain in practice, such as resource imbalances, issues with the education system and entrance examination policies, and an underdeveloped talent cultivation system. This study aims to construct a theoretical framework for the "home-school-community" collaboration in promoting youth sports development through system theory, collaboration theory, and social ecology theory, providing guidance for practical implementation.

1. Research Objects and Methods

1.1 Research Objects

The "Home-School-Community" Collaborative Model for Promoting Youth Sports Development under the Integration of Sports and Education Perspective

1.2 Research Methods

1.2.1 Literature Review: A comprehensive collection and analysis were conducted on academic works related to youth sports, social ecology, collaboration theory, and other relevant fields. Additionally, materials related to "integration of sports and education," "youth sports," and "home-school-community collaboration" were gathered from platforms such as CNKI, Google Scholar, and Wanfang Data. Relevant reports from the internet were also organized to build the foundation for theoretical analysis.

1.2.2 Questionnaire Survey: Two sets of questionnaires were designed and implemented, one for teachers and one for youth students. A random sampling method was employed in 13 junior high schools across multiple regions in Linyi City. A total of 13 teacher questionnaires were distributed (all were returned and valid), and 120 student questionnaires were

distributed (115 returned, 113 valid). The content of the questionnaires was reviewed by experts to ensure they were closely aligned with the research theme.

1.2.3 Interviews: In-depth interviews were conducted with experts in the field of school sports, school administrators, and community workers to gather their opinions and suggestions on constructing the "home-school-community" collaborative model for promoting youth sports development, as well as their views on youth sports education, resource allocation, collaboration methods, and the challenges they face.

1.2.4 Statistical Analysis: The collected questionnaire data were statistically processed and analyzed using Excel and SPSS software to obtain clear and insightful data results.

1.2.5 Logical Analysis: Inductive, deductive, and other logical reasoning methods were applied to construct the theoretical framework of the "home-school-community" collaborative model, and corresponding development strategies were proposed. Dialectical logic was used to examine and analyze the issues, ensuring the depth and rigor of the study.

2. Results and Analysis

2.1 Current Status of the Support Environment for Youth Sports Development in Linyi City

2.1.1 School Support for Youth Sports Development

(1) Implementation of School Sports Policies

An investigation into the implementation of school sports policies revealed that 46.15% of schools partially implemented the policies, 30.77% of schools did not implement them at all, and only 23.08% of schools fully implemented the policies. This reflects challenges and difficulties in the implementation of sports policies, with most schools possibly unable to fully implement them due to resource constraints, lack of awareness, or other limitations. An investigation into the issues with school sports policy implementation identified several challenges. A significant 84.62% of teachers reported that sports facilities were not open during non-teaching hours. Furthermore, there was insufficient integration between physical education classes and extracurricular activities, with the content being too simplistic, as agreed

by 76.92% of teachers. Additionally, 53.85% of teachers pointed out the lack of guaranteed time for off-campus sports activities. There was also insufficient promotion of sports programs, flaws in the competition system, and inadequate risk management, with 46.15%, 38.46%, and 30.77% of teachers respectively highlighting these concerns. These issues contribute to low student participation in sports, thereby impacting their overall development and the safety of the activities.

(2) Structure of the Physical Education Teacher Workforce

The survey revealed that 61.53% of the teachers were part-time physical education teachers, and only 38.46% were full-time physical education teachers (Figure 1), indicating a potential shortage of professional talent in physical education. Male teachers accounted for 69.23%, while female teachers represented 30.77% (Figure 2), reflecting a gender imbalance in the field of physical education. Teachers under 30 years old made up a significant proportion of the teaching staff at 61.54%, while those over 50 years old represented 38.46%, highlighting a trend towards a younger workforce, which, while beneficial for teaching innovation, also underscores the necessity of experience transmission. In terms of educational background, 53.84% of the teachers had a bachelor's degree, indicating that most physical education teachers have a relatively solid educational background. Teachers with a diploma accounted for 30.77%, and those with a master's degree or higher were fewer, at 15.39% (Figure 4). This reflects both the diversity in the educational backgrounds of the workforce and the challenge of a lack of high-level talent in the field.

According to the "Basic Standards for Sports Facilities and Equipment in Primary and Secondary Schools," middle schools of various sizes should be equipped with corresponding standard sports facilities, such as an oval-shaped athletics field, basketball courts, volleyball courts, and gymnastics areas. However, a survey on the allocation of school sports facilities revealed that 53.85% of teachers were dissatisfied with the distribution of sports resources, with 30.77% considering it to be far from meeting the standards, and only 7.69% believing it was very well-aligned. This highlights a widespread issue of inadequate

facilities in schools, with many failing to meet the prescribed requirements.

(3) Extracurricular Sports Activities

As a supplement to school physical education courses, extracurricular sports activities are crucial to students' health. The Ministry of Education emphasizes one hour of physical activity both indoors and outdoors every day, along with 30 minutes of large recess exercises. However, the survey results showed that only 15.38% of schools have sports clubs, 23.08% organize sports festivals, and 7.69% offer after-school sports services. The majority of schools' extracurricular sports activities still rely on morning exercises, large recess training, and traditional activities, with limited types of activities that fail to stimulate students' interest. Observations revealed that school activities were often confined to radio calisthenics and martial arts routines, neglecting activities that are more popular among girls, such as aerobics and sports dancing, as well as student favorites like swimming, badminton, and table tennis. Traditional cultural activities like dragon boating and dragon and lion dances were also missing, which decreases student participation enthusiasm and limits the diversity and appeal of the activities.

2.1.2 Community Support for Youth Sports Development

(1) Community Sports Activity Facilities

As a key platform for youth sports activities, communities play a crucial role in the social and physical well-being of young people. Despite significant government investments in public sports facilities, community sports facilities remain underdeveloped, with issues such as a limited variety of facilities, a lack of dedicated spaces for youth sports, and homogenized equipment, which restrict young people's participation in extracurricular sports activities. The survey showed that 24.78% of youth felt that the existing community sports facilities did not meet their needs, particularly the lack of venues for popular activities such as football and basketball. This situation not only dampens the interest of young people in sports but also reduces their exercise time, emphasizing the urgent need to improve community sports facilities and establish effective management mechanisms to ensure that youth can safely and fully engage in sports activities.

(2) Organization of Community Sports

Activities

The survey data indicated that the frequency of organized community sports activities was low, impacting the enthusiasm of young people to participate and hindering the creation of a sports culture. Nearly 40% of students reported that no sports activities were organized in their community each month, while 35.40% participated only 1-2 times. This suggests that most students rarely have opportunities to engage in community sports. Only about 17.70% of students were able to participate in 3-4 activities per month, and frequent participants (5 or more times) made up only 7.08%. This indicates a need for communities to improve both the frequency and variety of activities in order to encourage greater youth participation in sports.

2.1.3 Family Support for Youth Sports Development

(1) Parental Support for Youth Physical Exercise

The survey revealed that approximately 69% of youth perceived positive parental support for physical exercise, with 35.40% believing their parents held a relatively positive attitude, and 33.63% feeling very strong support, including both material and emotional encouragement. However, 17.70% of youth felt that their parents were neutral, 8.85% felt unsupported, and 4.42% experienced strong opposition from their parents. Notably, in Linyi City's counties, towns, and rural areas, the proportion of parents unsupportive of sports activities was higher, likely due to economic, cultural, educational, and limited awareness of sports, highlighting the urgency of changing perceptions and enhancing sports awareness in these areas.

(2) Main Reasons for Parental Opposition to Youth Physical Exercise

The main reasons parents oppose their children's participation in physical exercise were ranked as follows: safety concerns (31%), academic pressure (29.20%), lack of knowledge about physical education (26.55%), financial limitations (7.08%), and underestimation of the value of sports (6.19%). This suggests that parents prioritize their children's safety and academic performance, and their lack of sports literacy may inadvertently hinder their children's involvement in sports activities. Economic factors and perceptions of sports have a lesser

impact.

2.2 Construction of the "Home-School-Community" Collaborative Model for Promoting Youth Sports Development in Linyi City

2.2.1 Identification of Participants in the "Home-School-Community" Collaborative Model

Schools, families, and communities are positioned as key forces in advancing youth sports. The government, educational and sports institutions, sports centers, youth clubs, and other social organizations are integrated into a supporting network to promote the overall progress of youth sports.

2.2.2 Construction of the Core System for the "Home-School-Community" Collaborative Model

This study constructs the "home-school-community" collaborative system for youth sports development in Linyi City. Under the leadership of the government, a collaborative mechanism between families, schools, and communities is established, effectively integrating high-quality sports resources from all three parties. This facilitates resource sharing and complementary advantages, fostering a partnership between families, schools, and communities. All parties work together to participate in and support both school-based and extracurricular sports activities for youth, providing them with a conducive exercise environment and essential value-oriented and instrumental support.

2.2.4 Analysis of the Operational Mechanism of the "Home-School-Community" Collaborative Model

The government is responsible for formulating youth sports policies, promoting inter-departmental cooperation, and overseeing implementation. Schools are tasked with improving sports facilities and course quality, enhancing physical education, and opening up resources. Communities should promote fitness for all and organize sports activities. Families should foster healthy concepts, encourage, and actively participate in their children's sports activities. Sports centers, clubs, and other institutions should support schools and communities, while media organizations focus on promoting sports health knowledge and positive imagery.

3. Conclusion

The comprehensive implementation of school sports policies, optimization of physical education staff, improvement of sports facilities, diversification of extracurricular sports activities, the scarcity of community sports resources and activities, and the need to increase support for sports activities from families in counties, towns, and rural areas are the urgent issues that need to be addressed. This study has established the "home-school-community" collaborative model to promote youth sports development, clarified the responsibilities of each party, facilitated resource sharing and collaboration, and emphasized the importance of coordination and supervision mechanisms.

It is recommended to strengthen the implementation of school sports policies, optimize the physical education teacher workforce, improve and expand school sports facilities, diversify sports activities, enhance the quality and frequency of community sports resources and activities, and increase family support for youth sports. Additionally, the implementation mechanism of the "home-school-community" collaborative model should be improved by establishing coordination mechanisms, conducting regular evaluations, and ensuring the model's effectiveness and sustainable development.

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