

Research on the Optimization Path of Sports Training Institutions Participating in School Sports Service in Jinan City

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Abstract: Abstract: This study employs literature review, interviews, questionnaires, and statistical analysis to systematically examine the policy rationale, practical implementation, key relationships, and challenges of sports training institutions entering schools in Jinan City. The findings provide empirical evidence and optimization strategies for localized implementation of the sports-education integration policy. The methodology comprises three phases: (1) Literature review to analyze domestic and international research on the topic. (2) Semi-structured expert interviews with administrators of sports training institutions, school physical education coordinators, and relevant specialists in Jinan, conducted through face-to-face and telephone interviews. The study investigates the current development status and influencing factors of these institutions under existing policies, while proposing actionable recommendations and solutions. (3) Questionnaire design based on survey principles, including three versions for administrators, school PE teachers, and experts, followed by data collection and analysis.

Keywords: School PE; Sports training institutions entering schools; Sports-education.

1. Subjects and Methods

1.1. Study Subjects

The research object is the study of the way and the optimization path of the participation of the sports training institutions in the school sports service in Jinan City. According to the suggestion of the relevant experts and scholars, the excellent cases and the current situation are compared, the difficulties of the sports training institutions in the school sports service are analyzed and the corresponding countermeasures are put forward, which provides the effective basis for the institutions to enter the school.

1.2. Research Methods

1.2.1. Literature Review Method

According to the needs of the topic selection, this paper uses "school sports", "sports training institutions", "sports after-school services", "after-school sports", "social participation in schools", and "integration of sports and education" as search terms to retrieve relevant literature from databases such as China, CNKI, Google Scholar, VIP, and Wanfang. The literature is analyzed and organized to understand the current status and influencing factors of domestic social sports training institutions participating in school sports services. Additionally, the major official websites are accessed to collect and read relevant policy documents and data, which are then analyzed and studied to grasp the development trends at a macro level, providing theoretical support for the writing of this paper.

1.2.2. Expert Interview Method

This study conducted semi-structured interviews with school physical education administrators, youth sports training center managers, and relevant experts in Jinan City. Through face-to-face interviews and telephone surveys, the research gathered practical insights into after-school sports programs from multiple perspectives to inform its findings. Key topics included societal attitudes toward physical health,

the current state of youth sports training centers involvement in school physical education, and the factors influencing their impact.

1.2.3. Questionnaire Survey Method

The questionnaire was designed under the guidance of a supervisor, tailored to the research objectives and content. It was administered to administrators from five sports training institutions in Jinan City, physical education teachers from five schools, and ten relevant experts and scholars, providing data for this study. The questionnaire comprised three sections: the first section covered the basic information of institutional personnel and training institutions; the second section targeted physical education teachers; and the third section included surveys for experts and scholars.

1.2.4. Mathematical Statistics Method

The data of the questionnaire survey is analyzed and summarized by Excel, which provides data support for the smooth progress of the research and plays a strong persuasive role in this study.

2. Research Content

2.1. Development Background of Sports Training Institutions in Jinan City Participating in School Sports Services

With the in-depth implementation of the "Healthy China" strategy, the physical health of adolescents has become an important issue in national public health and education.[1] Since 2020, the national level has successively issued policies such as the "Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents" and the "Double Reduction Opinions," explicitly requiring "support for social sports institutions to participate in school sports activities." As the capital of Shandong Province, Jinan has actively responded to the national call, taking "the integration of sports and education" as the core. Through national policy guidance, local policy refinement, and concrete implementation, the city has

achieved significant results in promoting sports institutions into schools.

Within the framework of national policies and tailored to local conditions, Jinan City has implemented a series of targeted measures, transforming national requirements into actionable "Jinan Solutions". In 2021, the Jinan Municipal Peoples Government issued the "14th Five-Year Plan for Sports Development in Jinan", which prioritized "promoting sports social institutions in schools" as a key task under "Youth Sports". The plan outlined: "By 2025, sports institutions will cover over 80% of compulsory education schools citywide, establishing more than 100 distinctive sports programs under the One School, One Specialty and One School, Multiple Specialties initiatives." The plan set quantifiable targets for school sports programs through two dimensions: coverage scope and program specialization.

2.2. Development Status of Sports Training Institutions in Jinan City Participating in School Sports Services

School sports serve as the cornerstone for adolescents physical and mental well-being, and represent a pivotal implementation of Chinas sports power strategy in basic education. In recent years, Jinan City has prioritized the integration of sports and education, rolling out a series of targeted policies to establish a comprehensive school sports development framework characterized by policy guidance, pedagogical innovation, competition-driven initiatives, and institutional safeguards.[2] Based on publicly available data from Jinan Municipal Education Bureau and Sports Bureau, this analysis examines the current state of school sports development in Jinan through five key dimensions: policy support, teaching practices, faculty development, sports facilities, competition activities, and student fitness.

The policy framework has been continuously refined, with deepened integration of physical education and academic instruction; teaching reforms have been progressively deepened, leading to increasingly diverse curriculum offerings; faculty development has seen quality enhancement, with significantly improved professional competencies; sports facilities have been gradually upgraded, ensuring steady capacity enhancement; the competition system has become increasingly robust, fostering widespread enthusiasm for participation; students physical fitness has steadily improved, with notable health outcomes.

The integration of sports institutions into schools serves as the core pathway to deepen the synergy between sports and education, while also addressing the shortage of campus sports resources and enriching youth sports offerings.[3] In recent years, Jinan City has established a framework for sports institution integration in schools under the "1+361" working system, guided by policy support, resource integration, and innovative models. This framework features "policy backing, school-community collaboration, diversified supply, and standardized development." Based on policy documents, official statistics, and authoritative cases from Jinans Sports Bureau and Education Bureau, this analysis systematically examines the current development status across four dimensions: policy support, collaboration scale and models, service content and outcomes, and existing challenges. The policy support system is well-established, laying a solid institutional foundation for cooperation. Collaboration has expanded continuously, with coverage extending further. Innovative and diverse collaboration

models have demonstrated significant effectiveness in school-community partnerships. Remarkable service outcomes have been achieved, fully unleashing social benefits.

2.3. Research on the Pathways of Sports Training Institutions in Jinan City Participating in School Sports Services

In recent years, a series of sports education reform policies have been implemented to ensure coordinated development between school sports programs and extracurricular training institutions. For instance, the 2020 "Opinions on Deepening the Integration of Sports and Education to Promote Healthy Development of Young People" and the 2021 "Opinions on Comprehensively Strengthening and Improving School Health and Health Education in the New Era" have set moral education as a guiding principle, driving high-quality development in school sports. Following the implementation of the "Double Reduction" policy, the state has regulated teacher qualifications to ensure balanced development between school sports and training programs. A notable example is the 2025 initiative by Jinan Sports School and district education authorities, which jointly launched the "High-Level Coaches into Schools" program. This collaborative effort advances the "One School, One Brand" sports development strategy by establishing a regular communication platform between competitive sports training and school sports, effectively integrating resources and leveraging complementary strengths to achieve deep integration.[4] Since the 21st century, both sectors have continued to develop in coordination. In 2007, the CPC Central Committee and State Council issued the "Opinions on Strengthening Youth Sports and Enhancing Physical Fitness," elevating school sports to a strategic level in building a socialist harmonious society [5]. The 2014 State Council document "Several Opinions on Accelerating the Development of the Sports Industry and Promoting Sports Consumption" proposed "strengthening school-enterprise cooperation and encouraging multi-party investment in sports training," directly stimulating collaboration between school sports instructors and extracurricular institutions. This has led to increased social capital involvement in youth programs such as swimming, mini-basketball, and table tennis. The flourishing of extracurricular sports training programs has accelerated the growth of school sports in these initiatives. The initiative Enhancing Physical Literacy in Adolescents has enabled a renewed synergy between the two sectors. In 2014, the State Council issued the Implementation Opinions on Deepening the Reform of Examination and Enrollment Systems, advocating a comprehensive evaluation approach that integrates physical literacy with athletic skills among young people. [6]In 2019, the General Office of the State Council released the Outline for Building a Sports Powerhouse, designating enhancing physical literacy in adolescents as an essential component of school sports education. This policy strongly supports the development of youth sports training programs, ensuring that all primary and secondary school students in China master at least two sports skills. During this period, school sports and extracurricular training institutions, driven by the shared goal of enhancing physical literacy in adolescents, have collaborated closely, entering a phase of synchronized development.

3. Research Findings

3.1. Sports Training Institutions in Jinan City and the Cultivation of Young Talents as the Same Carrier

The initiative of "Sports Training Institutions Entering Schools" serves as a key platform for integrating sports and education. As providers of specialized sports resources, these institutions play a vital role in addressing the "professional gap" in school sports programs, driving the transition from "universal access" to "high-quality" physical education. Most school PE teachers focus on "general education" and lack specialized training experience in specific sports like football, basketball, swimming, or gymnastics. In contrast, sports training institutions possess professional coaching teams (e.g., coaches with national vocational certifications), scientific training systems (e.g., age-appropriate training methods for youth development), and competition resources (e.g., regional or national youth tournaments). This enables them to deliver "professionalized and systematic" sports education services, effectively addressing the "insufficient professional capacity" in school sports.

3.2. Sports Training Institutions in Jinan City Enter Campus to Promote the Upgrade of Sports Service Industry Supply

Schools impose stricter requirements on physical education services (which must comply with educational principles, safety standards, and the developmental characteristics of students physical and mental health). Training institutions must optimize their supply to gain access to campuses.

Curriculum upgrade: Develop age-appropriate "sports + education" programs (e.g., "Fun Track and Field" for elementary students, "Physical Training + Psychological Guidance" for middle schoolers).

Enhancement of coaching qualifications: Coaches must possess a physical education teacher certification and sports science knowledge (for instance, a certain institution mandates that coaches must obtain the Youth Sports Coaching Certification to enter schools).

Enhanced safety management: Mechanisms such as sports injury prevention and venue safety monitoring have been introduced (for example, a swimming training program provided by an institution for schools is equipped with professional lifeguards and water quality monitoring equipment).

These upgrades not only meet the schools needs but also enhance the institutions service capabilities, thereby elevating the overall quality of the sports service industry (for instance, the Campus Standard in Jinan's sports training sector has become an industry benchmark).

4. Conclusion

The integration of sports training institutions in Jinan City with school sports services has emerged as a pivotal approach to deepen the synergy between sports and education. Under policy guidance and school-community collaboration, this initiative has achieved phased success, establishing a multidimensional cooperative framework. Policy-wise, a comprehensive "planning-implementation-monitoring" system has been established, with funding mechanisms and talent supply mechanisms progressively refined. This has fostered diverse collaboration models including curriculum

co-development, faculty deployment, competition coordination, and base co-construction. Practically, the program has achieved extensive coverage across educational stages and regions, with Huaiyin District in the core urban area serving as a model. Notable achievements have been made in enhancing youth physical fitness, popularizing sports skills, nurturing competitive talents, and cultivating campus sports culture. These efforts have effectively addressed the shortage of sports resources in schools, providing crucial support for the holistic development of young people.

However, from the perspective of high-quality development, this field still faces structural contradictions and developmental bottlenecks: Firstly, regional development disparities have become pronounced, with significant gaps emerging between central urban areas and remote counties in institutional resource density, service professionalism, and hardware infrastructure. Resource allocation exhibits spatial imbalance characterized by "core concentration and peripheral weakness." Secondly, the school-community collaborative governance system remains incomplete. Some collaborations remain superficial in supply-demand matching, while curriculum design and school sports teaching plans lack systematic integration, with absent mechanisms for routine communication and quality feedback. Thirdly, regulatory mechanisms exhibit functional shortcomings, including insufficient dynamic supervision of mobile teaching and temporary collaborations, as well as lack of unified standards for teacher qualification reviews, teaching quality assessments, and safety management. Fourthly, the teaching staff lacks professional adaptability, with insufficient training in adolescent growth patterns, campus teaching methods, and emergency response skills, making it difficult to fully meet the demands of school sports education. These issues constrain the deep advancement and sustainable development of the integration of physical education and academic education.

5. Recommendations

5.1. Governmental aspects

To address regional development disparities, we will establish a differentiated resource allocation mechanism. Guided by policy incentives, a dedicated sports resource allocation fund will be created to prioritize infrastructure upgrades and equipment modernization in remote counties and rural schools. A "core urban benchmark institutions-remote schools" partnership program will be implemented, utilizing mobile teaching stations, public welfare curriculum distribution, and online collaborative research to extend quality training resources to underserved areas, thereby building a universal and equitable service delivery system.

To standardize industry practices, we will establish a comprehensive regulatory framework across the entire supply chain. This includes: 1) Enforcing strict accreditation standards for off-campus training institutions, implementing a tripartite review system (school accreditation, instructor qualifications, and safety protocols) with public disclosure and traceability; 2) Developing a standardized teaching quality evaluation system that conducts dynamic assessments on curriculum relevance, instructional effectiveness, and safety management, supported by a performance-based incentive mechanism (rewards for excellence, penalties for violations); 3) Regulating fee structures through innovative models like "per-class package pricing" and "third-party

escrow services" to mitigate prepaid payment risks and protect the rights of all stakeholders.

5.2. School-related aspects

Refine the school-community collaborative governance framework to deepen partnership synergy: Establish a permanent communication and collaborative decision-making platform between schools and communities, enabling training institutions to actively participate in designing physical education curricula, implementing teaching methodologies, and developing evaluation systems. This ensures seamless integration between "in-school foundational instruction and out-of-school specialized development." Implement an integrated cooperation model featuring "joint curriculum development, co-hosted competitions, and collaborative talent cultivation," incorporating training service outcomes into the school sports quality assessment system to form a closed-loop educational ecosystem. Additionally, establish a personalized training matching mechanism based on student physical fitness monitoring data to enhance service precision.

Enhance the teacher professional development system to improve adaptability: Establish a three-pronged teacher training model integrating institutional cultivation, industry training, and practical assessment. Core training content should include adolescent sports physiology, campus physical education teaching methods, and emergency first aid skills, with regular municipal-level specialized training programs. Implement a tiered certification and evaluation mechanism for coaches, emphasizing the assessment of teaching practice capabilities. Improve incentive policies for teachers in remote areas through salary subsidies and career development pathways to enhance teacher stability and professional adaptability.

5.3. Social Sports Training Institutions

Innovate service delivery models to enrich educational value: Promote demand-driven service models by leveraging

smart sports platforms to precisely match school needs with institutional services. Encourage training institutions to expand into specialized programs and emerging fields, developing intangible cultural heritage sports like martial arts and karate, as well as adaptive courses such as sensory integration training and sports rehabilitation, building upon traditional sports. Advance the deep integration of technology and sports training by utilizing smart wearable devices and AI motion analysis to enhance scientific rigor and engagement, thereby establishing a diversified and high-quality campus sports service ecosystem.

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