

The Practical Difficulties and Coping Strategies of the Family School Community Cooperation Model in Youth Physical Education

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Abstract: *Youth physical education plays a crucial role in promoting the physical and mental health and comprehensive development of young people. However, in the actual education process, the family school community cooperation model faces many difficulties, mainly manifested in insufficient parental participation awareness, limited school sports resources, and insufficient community support. These issues have led to unsatisfactory implementation of physical education for young people. This paper analyzes the difficulties of the family school community cooperation model in youth physical education and explores its breakthrough paths. By enhancing parents' awareness and participation in physical education, promoting effective cooperation between schools, parents, and communities, and establishing more comprehensive support mechanisms, the quality of youth physical education can be effectively improved. This paper aims to provide theoretical support and practical guidance for improving youth physical education, and propose practical solutions to promote the development of the family school social cooperation model.*

Keywords: *youth physical education, family school community collaboration model, parent involvement*

1. Introduction

With the rapid development of the social economy and changes in lifestyle, the physical health issues of adolescents have gradually attracted widespread attention from all sectors of society. Youth physical education, as an important component of promoting the physical and mental health development of young people, has been increasingly valued by educators and policy makers. However, current youth physical education in China still faces many challenges, among which the implementation of the family school social cooperation model has become the key to improving the quality of physical education. The joint model of family school community promotes the development of youth physical education through the collaborative efforts of families, schools, and communities. However, in the actual application process, there are still many difficulties and obstacles that affect the effectiveness and popularization of this model.

Firstly, parents' participation in physical education is generally low. Most parents focus more on academic performance and overlook the importance of physical exercise, and in some areas, parents' awareness and emphasis on physical education are far from sufficient. In addition, the insufficient physical education resources in schools are also a major problem that hinders the effective promotion of the family school social cooperation model. Many schools are facing difficulties such as a lack of sports facilities and a shortage of physical education teachers, which leads to the inability of schools to provide high-quality physical education courses and activities. At the same time, community support is relatively weak, and many communities lack comprehensive sports facilities and activity organizations, making it difficult to provide sustained physical exercise opportunities for young people. More seriously, there are often communication barriers and inconsistent goals among the three parties of home, school, and community during the collaboration process, which makes it difficult for all parties to form a joint effort and fully leverage the advantages of the family school community collaboration model. However, despite facing these challenges, the family school community partnership model is still considered an effective path to improve youth physical education. By strengthening cooperation between parents, schools, and communities, an educational ecosystem that supports the comprehensive development of young people can be formed. This can not only make up for the lack of physical education resources in schools, but also enhance the participation and sustainability of youth sports

activities through the power of families and communities. Therefore, it is urgent to conduct in-depth research on the difficulties in the family school social cooperation model and propose effective breakthrough strategies to achieve the long-term development of youth physical education.

This paper will explore the current situation, challenges, and breakthrough paths of the family school social cooperation model in youth physical education. By analyzing the implementation difficulties of the school community cooperation model and combining relevant cases at home and abroad, practical solutions are proposed to provide theoretical basis and practical guidance for promoting the reform and development of youth physical education in China.

2. Overview of the family school social joint model

The joint model of family school society, as the name suggests, refers to the close cooperation and mutual support among the three main bodies of family, school, and community in the process of youth education, forming an educational synergy to promote the physical and mental health and comprehensive development of young people. With the continuous changes in society, the traditional school education model is gradually showing limitations, especially in the field of physical education, where the resources and capabilities of schools often fail to meet the comprehensive development needs of young people. Therefore, the model of the family school community cooperation has emerged as an innovative educational model, especially in youth physical education. Through deep cooperation among families, schools, and communities, it achieves resource sharing, complementary advantages, and promotes the improvement of youth physical fitness.

2.1 Definition and connotation of the joint model of family school society

The core of the family school community cooperation model is the effective collaboration among families, schools, and communities. In this model, each party plays a unique and complementary role, aiming to achieve the physical and mental health and comprehensive development of adolescents through comprehensive strength[1].

As the earliest and most enduring educational environment for teenagers, the family bears the initial and fundamental responsibility for their children's physical education. Family is not only the place where children have a preliminary understanding and experience of sports activities, but also the core of cultivating young people's interest in sports and exercise habits. The role of family in adolescent physical education is manifested as providing material conditions and psychological support for children's sports activities, helping children establish correct sports concepts, encouraging children to participate in sports activities, and paying attention to their physical development in daily life.

School is the main place for teenagers to receive formal education, and its physical education is not only the key to cultivating teenagers' physical fitness, but also an important stage in shaping their sports ethics and behavioral habits. Schools provide systematic physical education for young people through professional physical education courses, extracurricular sports activities, sports competitions, and other forms. Schools are not only responsible for providing students with training in sports knowledge and skills, but also helping them enhance their physical fitness through diverse sports activities, shaping a spirit of unity, cooperation, and tenacious struggle in sports.

Community is the social environment in which young people live, responsible for providing diversified sports resources and extracurricular sports activities for them. Communities can provide resources such as sports facilities, activity venues, and fitness guidance for young people, helping them enhance their physical fitness, improve their social skills, and teamwork abilities through collective activities and sports interest groups. In addition, the community also provides a wide range of sports participation opportunities and exhibition platforms for young people by organizing various forms of sports events and activities.

The connotation of the family school community cooperation model is based on the concept of "collaborative education" formed on the basis of this tripartite collaboration. Specifically, families play a fundamental role in cultivating children's interest in sports and behavioral habits, schools provide systematic sports knowledge education and practical opportunities, and communities provide sustained and rich extracurricular sports exercise opportunities for young people. Through the close cooperation of the three parties, help teenagers comprehensively improve their physical fitness, health, and social abilities.

2.2 Implementation status of the family school society joint model

At present, most families attach low importance to physical education for teenagers [2]. Due to the increasing academic pressure, parents often focus more on their children's academic performance and overlook the importance of physical exercise in adolescent growth. Some parents even believe that sports activities during adolescence are a waste of time and may interfere with their children's studies. Even though some parents are aware of the importance of physical exercise, due to the busy pace of work and life, they are unable to provide sufficient physical activity support for their children, resulting in a generally low level of family participation in youth sports education. In addition, many parents lack necessary knowledge of physical education, making it difficult to provide effective guidance and motivation for their children in daily life.

In the process of implementing the family school social cooperation model, schools are facing challenges of resource shortage and insufficient manpower. Due to budget constraints, many schools, especially those in remote areas, suffer from a lack of sports facilities and insufficient physical education teachers, making it difficult to provide sufficient physical education courses and activities. In addition, schools usually focus on academic courses, and physical education has a lower position in the curriculum arrangement, resulting in many students not fully utilizing the physical education resources provided by the school. In addition, due to the limitations of teaching content, equipment, and time in school physical education, it is difficult to meet the personalized and interest oriented sports needs of students, resulting in unsatisfactory results in youth physical education.

Although communities play an important role in youth physical education, many communities in China currently have relatively weak sports resources and activity organizations. Especially in some suburban or rural areas, there is a lack of professional sports facilities and activity venues within the community, making it difficult for teenagers to obtain sufficient opportunities for physical exercise through community activities. Even in some communities in big cities, the popularity of sports facilities and activities is not high, and community sports activities are often limited to more basic forms, lacking diversity and attractiveness. Therefore, the role of communities in promoting physical education for young people has not been fully utilized.

The implementation of the family school community cooperation model requires close cooperation among families, schools, and communities, but in practical operation, the collaboration between the three parties is often not smooth enough. Firstly, there is insufficient communication between parents and schools, with many parents not understanding the school's arrangements in physical education and not actively participating in school organized sports activities. Secondly, there is a lack of effective cooperation mechanisms between schools and communities, and it is often difficult to effectively connect community resources with school physical education courses. Finally, the consistency of physical education goals among families, schools, and communities is poor, and the three parties often have their own focus, resulting in the inability to form a joint effort to promote youth physical education.

3. Challenges faced in the family school community cooperation model

3.1 Low parental involvement

Parents play an important role in the family school community cooperation model and are a crucial pillar of youth education [3]. However, the participation of many parents in physical education is generally low, resulting in a lack of development in youth sports. Parents' neglect of physical education is partly due to the excessive focus on academic performance in modern society. Many parents devote most of their energy to their children's academic education, believing that physical activities are secondary and may even affect their children's academic performance. Many parents fail to realize that physical education not only promotes the physical development of adolescents, but also enhances their teamwork and social adaptability. On the other hand, the pace of modern family life has accelerated, and many parents are busy with work, lacking time and energy to accompany their children for physical exercise. Some parents even lack interest and relevant knowledge in sports activities, and do not know how to guide their children to participate in sports activities. Furthermore, family recognition and support for school physical education are often insufficient, especially among some parents who have a misunderstanding of the opposition between physical education and academic education, resulting in parents being unable to fully play their role in the family school community alliance.

3.2 Insufficient physical education resources in schools

Schools are important platforms for youth physical education, but many schools face the problem of insufficient physical education resources. In many places, especially in economically underdeveloped areas, schools generally lack sports facilities and equipment, making it difficult to provide students with diverse sports activity spaces and equipment. Many schools have limited sports facilities that cannot accommodate all students for effective physical exercise. Outdated facilities also occur from time to time, which affects the quality of students' exercise.

The number of physical education teachers in schools is insufficient and their professional level is not high, especially in some small schools or remote areas where the supply of professional physical education teachers is tight. The teaching content and form of physical education classes are relatively single, lacking personalized educational programs tailored to the needs of different students. The physical education curriculum in many schools is relatively simple, focusing on teaching basic skills and neglecting the cultivation of students' interests and comprehensive abilities, making it difficult to meet the diverse needs of students in physical education. In addition, many schools are constrained by busy schedules and extracurricular activities, often placing sports activities outside of class time, resulting in ineffective extracurricular sports activities. Due to the increasing academic pressure, sports activities are often overlooked, resulting in a significant reduction in students' physical activity time.

3.3 Insufficient community support

The role of the community in the family school community cooperation model is indispensable, and it is an important place for young people to access extracurricular sports resources. However, many communities face problems such as insufficient facilities and weak organizational capabilities in providing sports activity support for young people. Firstly, some communities lack comprehensive sports facilities, especially in densely populated cities where public sports venues are often in short supply. Additionally, many communities have aging sports facilities that can't provide diverse sports programs and sufficient activity space. Secondly, the community's ability to organize sports activities is weak, with a lack of professional coaches and event planners, resulting in many communities being unable to organize a diverse range of sports activities and limited opportunities for young people to participate. In some communities, even if there are sports activities, there is often a lack of systematic management, which can't attract more young people to actively participate, resulting in difficulties for young people to receive effective physical exercise outside of class time. Thirdly, community support for youth physical education is also constrained by financial and policy constraints. Many communities in various places do not have sufficient funds to invest in the construction and maintenance of sports facilities, and in some remote areas, community investment in sports education is even more scarce, unable to provide better quality sports opportunities for young people.

3.4 Communication and collaboration barriers

The smooth implementation of the family school community cooperation model relies on effective communication and collaboration between families, schools, and communities. However, in reality, communication and collaboration barriers between the three are widespread, affecting the effect of this model.

Firstly, communication between family and school is often not smooth enough. Many parents are not familiar with the school's physical education arrangements, and even do not understand the content and arrangement of the school's physical education curriculum, resulting in parents being unable to arrange their children's sports activities reasonably according to the school's requirements. At the same time, schools have insufficient understanding of the need for families to participate in physical education, and have not effectively incorporated families into the planning and implementation process of youth physical education. Due to the lack of effective communication, the inconsistency between parents and schools on the goals of physical education has affected the overall effectiveness of education. Secondly, there are also communication issues between schools and communities. Many schools have not fully utilized the sports resources in the community, resulting in a lack of effective connection between community sports activities and school physical education. Although there is cooperation between some schools and communities, due to the lack of a unified coordination mechanism, the effectiveness of cooperation is limited and the full sharing of resources has not been achieved. Schools often fail to incorporate community sports activities into their curriculum or extracurricular activities, and communities lack the ability to connect with school education needs,

resulting in lower student participation in community sports activities. Finally, the cooperation model between parents, schools, and communities is not yet mature, and the relationship between the three parties is loose. Their respective areas of concern and goals are not completely consistent, and there is a lack of a unified cooperation framework. Due to the dispersion of educational resources and different demands for interests, the three parties often lack effective collaboration mechanisms in specific operations, which cannot form a joint force and affect the smooth implementation of the family school social cooperation model.

The model of family school community combination has great potential in youth physical education. However, due to the low participation of parents, the lack of school physical education resources, the lack of community support and communication and collaboration barriers, this model faces many difficulties in practical operation. To solve these problems, it is necessary to start from policies, resources, and cooperation mechanisms, promote the deepening of the family school social cooperation model, and maximize its role in youth physical education.

4. Breakthrough strategy for the joint model of family school society

4.1 Enhance parents' awareness and ability to participate

The role of parents in adolescent physical education is crucial, but currently many parents attach low importance to physical education and even overlook the importance of sports activities for their children's physical and mental health. Therefore, improving parents' awareness and ability to participate is the primary condition for the success of the family home school social cooperation model. Parents' awareness of physical education can be improved through various means. Schools and communities can regularly hold parent lectures and seminars, inviting sports experts to explain the significance of physical education and its role in the growth of young people, helping parents to correctly understand the multiple values of physical education. At the same time, information about physical education can be regularly conveyed to parents through parent meetings, WeChat groups, and other means, promoting parents' understanding and support for school sports activities. In addition, enhancing parents' abilities is also crucial. Schools can organize family sports activities or parent-child sports events, allowing parents to personally participate and experience the joy of sports activities, thereby increasing their interest and ability to lead their children in physical exercise. At the same time, relevant sports guidance and training can be provided to parents, such as how to choose suitable sports activities for children, how to encourage children to exercise in daily life, etc., to help parents become active participants in youth sports education.

4.2 Strengthen resource investment in school physical education

School is an important battlefield for youth physical education. Therefore, the investment and optimization of school physical education resources are crucial. To effectively promote the model of family school community cooperation, schools must increase investment in physical education, provide better facilities, teachers, and curriculum content. Schools should increase investment in sports facilities and equipment, especially in economically underdeveloped areas, and actively seek government support to improve sports facilities, increase the number and variety of sports venues and fitness equipment. Schools can leverage social forces to introduce social enterprises or partners to donate or collaborate on the construction of sports facilities, expand the space for sports activities, and provide students with more diverse sports experiences. Schools should strengthen the construction of physical education teaching staff, attract more outstanding physical education teachers to join by increasing their salary, career development opportunities, and professional training, and improve the overall quality of physical education. Schools should also attach importance to diversified training for physical education teachers, not only improving their teaching skills, but also emphasizing their literacy in psychology, health education, and other aspects, to ensure that they can design suitable physical education courses according to the personalized needs of students. Schools should enrich the content of physical education courses. In addition to traditional physical education courses, more sports projects and innovative sports activities can be introduced to cultivate students' interests and strengths in various aspects. Schools can also stimulate students' enthusiasm for participating in sports activities through setting up interest groups, club activities, and other forms, providing students with more choices and opportunities.

4.3 Enhance the construction of community sports functions

Community is an important component of the family school community cooperation model, which can provide extracurricular sports activities and social platforms for young people. However, many communities still have deficiencies in sports resources and organization, and there is an urgent need to further improve their sports function construction. Firstly, the community should strengthen the construction and updating of sports facilities to ensure their good functional use. Local governments can improve the facilities of community public sports venues, build standardized sports venues and equipment through financial investment, and meet the needs of young people for physical exercise. If conditions permit, communities can collaborate with schools to share sports resources, provide better sports facilities and spaces, and increase opportunities for young people to participate in sports. Secondly, the community should pay attention to the organization and development of sports activities, establish specialized sports organizations, plan and implement various sports activities suitable for young people, such as sports summer camps, youth sports games, weekend sports training classes, etc., rely on the cultural, artistic and educational resources of the community, carry out diversified comprehensive activities, and stimulate young people's interest and enthusiasm for sports participation. At the same time, the community should attach importance to attracting professional sports coaches and volunteers to join, enhance the professionalism and operability of activities, organize regular sports training classes, provide professional sports skills guidance for young people, help them improve their sports level, and further cultivate their sports habits.

4.4 Establish an effective communication platform between family, school, and community

The smooth implementation of the joint model of family school society can't be achieved without effective communication and cooperation among the three parties: home, school, and society. It is crucial to establish an efficient platform for information exchange and feedback in order to solve the problem of poor communication. Schools can publish sports education related information, activity notifications, and achievement displays to parents and communities through online platforms (such as WeChat groups, school websites, etc.), promoting their participation and support. At the same time, it also provides a channel for parents and communities to provide feedback and suggestions, and schools can make improvements based on feedback, forming a virtuous cycle. In addition, schools should regularly organize parents and community representatives to participate in the planning and execution of sports activities, such as inviting parents and community volunteers to participate in the organization of school sports events, or evaluating the effectiveness of school physical education courses through parents and community members to ensure that the goals of the three parties in physical education are consistent. To further promote cooperation, a regular communication mechanism should be established between families, schools, and communities. Schools, parents, and communities can hold a symposium every semester to understand each other's needs and confusion in youth physical education, and negotiate solutions to existing problems to ensure that educational resources from all parties are fully utilized and to promote the continuous deepening of cooperative relationships.

4.5 Support and guidance of government policies

The role of the government in promoting the model of family school community cooperation is crucial. Its policy support and guidance can provide guarantees for family school community cooperation and promote the sustainable development of youth sports education. Firstly, the government should increase policy support for youth physical education, introduce relevant policies to encourage cooperation among schools, parents, and communities in physical education, establish special funds to support the construction and maintenance of school sports facilities, promote the sharing of sports resources between schools and communities, and enhance parents' awareness of physical education. Secondly, the government should promote the participation of social forces through policy guidance, establish reward and subsidy mechanisms, encourage enterprises, social organizations, and non-governmental organizations to participate in youth sports education, provide funding or technical support, and create an atmosphere of common concern and support for youth sports education throughout society. In addition, the government should also strengthen the publicity and promotion of the family school community joint model, encourage local governments and educational institutions to summarize experience, promote successful cases, and help other regions and schools learn from it, so as to promote the popularization and development of this model. In order to overcome the difficulties in the family school community cooperation model, the key strategy is to increase parental participation awareness, strengthen school resource investment, enhance community sports functions,

establish effective communication platforms, and government policy support, forming a collaborative force. The effective implementation of these strategies not only helps to solve current problems, but also promotes the comprehensive development of physical education for young people, laying a solid foundation for their physical and mental health and overall quality improvement.

5. Conclusion

The construction and implementation of the family school social cooperation model in youth physical education is of great significance, but it also faces many difficulties in practical operation. Firstly, the communication and cooperation among families, schools, and communities are not smooth enough, and there is a lack of effective information exchange mechanisms, resulting in misunderstandings of the goals and methods of youth physical education among all parties. Secondly, the uneven allocation of resources among families, schools, and society, especially the limitations of time, funds, and professional abilities, has affected the quality and participation of youth physical education. In addition, the current evaluation system is relatively single and fails to fully reflect the multidimensional development of young people in physical education.

Overall, the successful implementation of the family school community collaboration model in youth physical education requires policy support, social participation, and joint efforts from all parties. Through cross-border cooperation, resource sharing, and conceptual updates, we can effectively overcome the difficulties in the current model and lay a solid foundation for the long-term development of youth sports education.

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