

# Research on the Integration of "Family-School-Community" in Physical Education under the "Double Reduction" Policy — A Case Study of Selected Primary Schools in Kunming City

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## Abstract

Since the "double reduction" policy was introduced by the state in July 2021, it has been implemented for nearly four years. With the in-depth implementation and promotion of the "double reduction" policy, the education sector in our country is undergoing profound changes. Physical education, as an important means to cultivate students' physical fitness and promote their physical and mental health, has become increasingly significant. However, physical education still faces many challenges, such as insufficient educational resources, poor cooperation between schools and families, and low social participation. The "home-school-community" integration is an effective method to solve the problems faced by physical education. This article conducts a questionnaire survey, collects and analyzes the current situation of physical education in some primary schools in Kunming, and proposes effective countermeasures.

**Keywords:** "Double Reduction" policy, Physical education, "Home-School-Society" integration, Current situation, Countermeasures

## 0. Introduction

With the continuous implementation of the "Double Reduction" policy, China's education is undergoing a profound transformation. The purpose of the "Double Reduction" policy is to reduce students' academic burden and promote their all-round development in terms of morality, intelligence, physical fitness, aesthetics, and labor. Against this backdrop, primary school physical education, as a means of cultivating students' physical and mental health, has become increasingly important. However, current primary school physical education still faces many difficulties, such as insufficient educational resources, poor cooperation between home and school, low social participation, lack of management talents, and imperfect management systems<sup>[1]</sup>. Therefore, this article, based on the "Double Reduction" policy, explores the current situation and problems of the "home-school-community" integrated model of primary school physical education. Through theoretical and case analysis, it proposes some methods and countermeasures that can be borrowed for everyone's reference.

## 1. Research Background

### 1.1 Background and Function of the "Double Reduction" Policy

In July 2021, the State Council issued the "National Fitness Program (2021-2025)", focusing on teenagers as the key group for fitness activities. The "Double Office" issued the "Opinions on Further Reducing the Homework Burden and Extracurricular Training Burden of Students in the Compulsory Education Stage" (referred to as the "Double Reduction" policy), advocating "promoting the construction of a collaborative education community". The implementation of this policy aims to effectively solve the current practical problems in education, such as excessive burden on primary school students, short-sightedness and utilitarianism, as well as the overheating of extracurricular training and excessive and premature training. In summary, the implementation of the "Double Reduction" policy is a huge transformation in China's educational reform process, which will have significant effects on promoting educational equity and quality improvement, alleviating parents' educational anxiety,

reducing students' academic burden, and promoting the high-quality balanced development of compulsory education.

### *1.2 "Home-school-community" Integrated Physical Education*

The "home-school-community" integrated construction is a commonly advocated educational model in recent years, which is a systematic and holistic project. It aims to integrate all useful resources from families, schools, and communities to jointly promote the implementation of students' physical education. The promotion of the "home-school-community" integrated education helps to form synergy and promote students' participation in fitness activities. Among them, teachers should play a coordinating and guiding role, effectively integrating indoor and outdoor physical education, starting from three aspects of family, school, and society, to jointly promote students' active participation in sports and improve their physical and mental development, promoting the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor.

## **2. Problems in the "Home-school-community" Integrated Model of Primary School Physical Education**

The problems existing in the promotion of the "home-school-community" integrated model of primary school physical education mainly include the following aspects:

### *2.1 Conceptual Level*

Firstly, traditional educational concepts have an impact. A large number of teachers are influenced by traditional teaching concepts and lack an equal and open attitude when communicating with parents, resulting in poor cooperation between home and school. Secondly, parents generally prioritize intellectual education over physical education and have insufficient understanding and investment in physical education, believing that as long as the grades are good, it doesn't matter whether the child's physical education performance is good or not, and it is difficult to form a joint education force between home and school. Thirdly, there is a lack of clear understanding of the "home-school-community" integrated concept: schools, families, and communities have a shallow understanding of the "home-school-community" integrated concept, resulting in friction and obstacles in the cooperation process among the three parties.

### *2.2 Resource Level*

Firstly, educational resources are unevenly distributed: educational resources for physical education are different among different schools and regions. Most of the physical education resources are concentrated in some key schools and economically developed areas. Weak schools in economically underdeveloped areas lack sufficient physical facilities and professional teachers, making it difficult to provide high-quality physical education. Secondly, the utilization of local community resources is insufficient: with the improvement of living standards, people's demand for fitness is increasingly strong, and the shortage of venue resources has become the main factor restricting the development of national fitness<sup>[1]</sup>. Due to poor management and operation, community sports resources are not fully utilized by schools for physical education and activities.

### *2.3 Cooperation Mechanism Level*

First, the tripartite cooperation mechanism is not well established: The cooperation mechanism among "home, school and community" has not been fully established, lacking effective communication channels and collaboration platforms, resulting in poor information flow and coordination difficulties during the cooperation process. Second, the division of responsibilities among the three parties is unclear: The responsibilities and rights of schools, families and communities in physical education are not clearly defined, leading to shirking of responsibilities and conflicts, which affects the effectiveness of cooperation.

### *2.4 Management Level*

During the integrated promotion of home-school-community cooperation, due to the lack of a complete management system<sup>[2]</sup>, as well as the absence of continuity and systematicness, the forms of physical education activities carried out are relatively simple, resulting in relatively monotonous current home-school cooperation physical education activities, lacking innovation and diversity, and unable to meet the individualized needs of students. It is difficult to achieve long-term educational effects.

## **3. The Role of the "Home-School-Society" Integration in Sports Education**

### *3.1 Promoting the All-round Development of Students' Morality, Intelligence, Physical Fitness, Aesthetics and Labor Skills*

Sports is an important part of students' all-round development. Through the "home-school-society" integrated sports education, resources from home, school and society can be integrated to provide students with a more

comprehensive and systematic sports education, which helps to cultivate students' physical fitness, sports skills and teamwork abilities.

### 3.2 Improving the Quality of Sports Education

Schools are the main venues for students' sports activities. Students can receive meticulous guidance from teachers and carry out scientific and effective training at school to improve their sports abilities. Under the guidance of the "double reduction" policy, implementing the integration of home, school and society can not only fully exert the educational role of schools, change the traditional concept of sports education, but also enable students to review the sports knowledge they have learned at home and utilize public resources. Through school tests, they can check their learning outcomes. Ultimately, through the joint effect of family education and social education, it is of great benefit to improving sports education. Schools, families and communities have their own advantages in sports education. Through integrated teaching, their advantages can be fully utilized to achieve resource sharing and complementary advantages, thereby improving the quality and effect of sports education.

### 3.3 Promoting Sports Education Equity

By integrating the resources from home, school and society, more students can be provided with opportunities to participate in sports activities. Especially for those students with poor family economic conditions or limited school resources, they can utilize various useful resources in the community and do not have to spend money to go to sports venues, gyms and other places to do sports. This helps to promote educational equity.

## 4. The Current Situation and Analysis of "Home-School-Society" Integration in Primary School Physical Education under the "Double Reduction" Policy

This survey aims to explore the current situation and influencing factors of "home-school-society" integration in primary school physical education under the "Double Reduction" policy. A total of 13 valid questionnaires were collected, covering the views and practices of teachers from different grades on physical education. The questionnaire content covers aspects such as physical education curriculum setting, teaching staff, facilities, homework assignment, community cooperation, and parent participation, aiming to comprehensively understand the importance and challenges of the "home-school-society" collaborative development of primary school physical education. This report will analyze the collected data with the aim of providing reference for further promoting the "home-school-society" integration of primary school physical education.

### 4.1 Research Questionnaire on "Home-School-Society" Integration in Primary School Physical Education under the "Double Reduction" Policy - SPSS Analysis

#### 4.1.1 Reliability Analysis

Table 1.

sample capacity	number of entry	Cronbach. $\alpha$ coefficient
13	11	0.742

The Cronbach's  $\alpha$  coefficient was analyzed for the 11 items of the questionnaire. The Cronbach's  $\alpha$  coefficient was 0.741, indicating that the reliability of the questionnaire was relatively high.

#### 4.1.2 Validity Analysis

The questionnaire was analyzed using SPSS. The KMO value of this questionnaire was 0.733, indicating a high level of validity. The questionnaire is highly valid.

### 4.2 Current Situation and Analysis of the "Home-School-Society" Integration in Primary School Physical Education

#### 4.2.1 Basic Information of the Respondents in the Questionnaire Survey and Analysis

**Basic Information:** Through the questionnaire survey statistics, among the 13 primary school physical education teachers who answered the WeChat-based Questionnaire Star questionnaire, the provinces they came from were: 12 from Yunnan Province, accounting for 92.3%, and 1 from Hebei Province, accounting for 7.7%; the primary school teachers participating in this questionnaire survey mainly came from public primary schools in Wuhua District, including Longxiang Primary School, Wenlin Primary School, Yuncong Primary School, Wuhua District Foreign Language Experimental Primary School, Xiba Primary School, and Fengyuan Primary School in Wuhua District, as well as one primary school teacher from Zhonghua Primary School in Kunming City. The survey

results showed that the teachers of grades 5 and 6 accounted for the highest proportion, at 38.46%, indicating that the number of teachers in these grades was relatively larger. At the same time, the number of teachers in grades 1, 2, and 3 and grades 3 and 4 each accounted for 30.77%, which was relatively balanced.

**Analysis:** The number of questionnaires selected in this questionnaire survey was large, mainly from some primary schools in Wuhua District of Kunming City, mainly extracting the on-duty and employed primary school teachers in Wuhua District to answer the questionnaire, and a small number of teachers were non-regular or temporary teachers of public primary schools. The sampling data in this questionnaire survey is reliable and has considerable research value.

#### 4.2.2 Current Situation of the "Home-School-Society" Integration in Primary School Physical Education

(1) Do you think the school's sports venues and facilities can meet the needs of daily teaching and training?

The survey results show: According to the survey results, 61.54% of the respondents believe that the school's sports venues and facilities "basically meet" the needs of daily teaching and training, while 30.77% of the respondents say they "cannot meet", and only 7.69% think they "fully meet". This indicates that the majority of people have a medium level of satisfaction with the existing facilities, but still a considerable proportion of respondents believe that the facilities are insufficient to meet the needs.

(2) Do you think the school's sports teaching staff can meet the needs of daily teaching and training?

The survey results show: According to the survey results, 61.54% of the respondents believe that the school's sports teaching staff basically meet the needs of daily teaching and training, while 7.69% think they fully meet, indicating that most people have a relatively high satisfaction with the teaching staff. However, 30.77% of the respondents think the teaching staff cannot meet the needs, showing that there are still certain deficiencies.

(3) Will you assign sports homework?

The survey results show: According to the survey results, the vast majority of respondents (53.85%) said they occasionally assign sports homework, while 46.15% do it frequently. This indicates that there is a certain flexibility in the assignment of sports homework. No one chose not to assign, indicating that sports homework is generally accepted by the respondents.

(4) Has the school organized sports activities together with the nearby community or extracurricular sports training institutions?

The survey results show: According to the data, only 46.15% of the respondents said that the school had organized sports activities together with the nearby community or extracurricular sports training institutions, while 53.85% said they had not. This indicates that in terms of organizing sports activities, the cooperation between the school and the community or training institutions is still less, and there is room for improvement.

(5) Do you think the school attaches sufficient importance to the "Home-School-Society" integration of physical education?

The survey results show: According to the survey results, the overall emphasis of the school on the "Home-School-Society" integration of physical education is towards importance. Among them, 46.15% of the respondents think the school "very important", while 23.08% choose "relatively important", indicating that most people hold a positive attitude towards the school's emphasis. However, 23.08% of the respondents still considered the school's attention level "average", and 7.69% thought it was "not given enough attention". This indicates that some respondents expressed doubts about the school's efforts in this area.

(6) Do you think it is necessary for primary school physical education to be integrated with "home, school, and society"?

The survey results show: From the data, it can be seen that the majority of respondents (92.31%) believe that the integration of primary school physical education with "home, school, and society" is necessary. Among them, 38.46% think it is "very necessary", and 53.85% think it is "necessary". Only 7.69% think it is "average", and no one thinks it is "unnecessary". This indicates that respondents generally support this integrated educational model and believe that it has a positive impact on students' physical education.

(7) Are you satisfied with the current situation of the "home, school, and society" integration of primary school physical education?

The survey results show: The current satisfaction with the "home, school, and society" integration of primary school physical education shows a certain distribution. Only 46.16% of the respondents said they were "very satisfied" or "relatively satisfied", while 38.46% thought the situation was "average", and 15.38% said they were

"unsatisfied". This indicates that the majority of people are not satisfied with the current situation, especially a significant proportion of people hold a neutral or dissatisfied attitude towards the current situation.

(8) What are the main factors hindering the "home, school, and society" integration of primary school physical education?

The survey results show: From the data analysis, the main factors hindering the "home, school, and society" integration of primary school physical education are mainly concentrated in the school organization situation and the degree of parental cooperation. The proportion of both is 76.92%, showing a significant impact of these two aspects on the integration process. The social support also occupies a relatively high proportion (69.23%), indicating that external environment support is also important. In contrast, the influence of teachers' teaching level is relatively low, only 30.77%, and the influence of other factors is even more negligible (7.69%).

(9) Has the school ever invited parents to participate in sports activities?

The survey results show: According to the data analysis, 61.54% of the respondents said that the school had invited parents to participate in the fun sports event, indicating that the fun sports event is the main form for parents to participate in sports activities. Relatively speaking, 38.46% of the respondents said that they had not invited parents to participate in any activities, indicating that a considerable number of parents have not participated in the school's sports activities. Additionally, the participation rate of parent-child sports events is 30.77%, while the participation rate of sports knowledge lectures is relatively low, only 7.69%. This indicates that the school's sports activities may need to be further enriched in terms of form and content to attract more parents' participation.

#### 4.2.3 Analysis of the Current Situation of the "Home, School, and Society" Integration of Primary School Physical Education

Through in-depth and systematic analysis of the questionnaire survey results on the "home, school, and society" integration of primary school physical education, the following problems are found: First, there is a lack of effective collaboration among home, school, and society: In primary school physical education, the communication and collaboration between teachers and parents are clearly insufficient, affecting the participation and interest of primary school students in physical education. Second, the importance of physical education is insufficient: There is a widespread lack of attention from schools and families to primary school physical education, often treating physical education classes as a minor subject, considering whether to have physical education classes unimportant, and neglecting its significance for the physical and mental health development of students. Third, the "home, school, and society" integration lacks sustainability: During the promotion of the "home, school, and society" integration, there is a lack of persistence and long-term planning, resulting in insufficient continuity and coherence of physical education activities. Fourth, the communication and cooperation mechanism among the school, family, and society is not sound: There is a lack of effective communication and cooperation mechanism among the school, family, and society, resulting in an unsmooth information transmission process, affecting the organization and implementation of sports activities. Therefore, under the backdrop of the "Double Reduction" policy, although there are still many difficulties and challenges in promoting the "home-school-community" integration of primary school physical education, there is also great potential for development. The survey results show that most teachers recognize the importance of the home-school-community integration, believing that it plays a significant role in improving the quality of physical education, enhancing students' physical health, and enriching the content of physical activities. However, the lack of communication between teachers and parents, insufficient attention to physical education, and the absence of continuous and long-term planning are all major challenges in promoting the "home-school-community" integration of primary school physical education.

### 5. Countermeasures

Under the backdrop of the "double reduction" policy, in response to a series of problems existing in the "home-school-community" integrated promotion of primary school physical education, measures should be taken from multiple perspectives such as institutional implementation guarantee, strengthening publicity, and constructing teaching models, in order to fundamentally solve the problems. The specific measures are as follows:

#### 5.1 Institutional Implementation Guarantee

The government should improve policies and regulations. The government should formulate relevant policies and regulations to improve the management system of sports venues and facilities<sup>[3]</sup>, enhance the attention and support for primary school physical education, such as increasing the proportion of physical education scores in the junior high school entrance examination. At the same time, establish and improve relevant supervision mechanisms in a timely manner, conduct regular inspections and evaluations of the school's physical education work, and order relevant departments and units to promptly rectify any non-compliant areas.

### 5.2 Strengthening the Publicity of "home-school-community" Integrated Education

The government, schools, and communities should strengthen the publicity of primary school physical education, raise the awareness and attention of all sectors of society to primary school physical education, and hold sports festivals and sports meetings on weekends and holidays to create a strong atmosphere of love for sports among the public, stimulating students' interest in sports.

### 5.3 Strengthening Physical Education Teacher Training

Firstly, increase the training of physical education teachers to improve their professional quality and teaching ability; secondly, encourage physical education teachers to actively participate in "home-school-community" integrated activities, and play their professional leading role. Finally, establish a physical education education team. Schools should have a high-quality physical education team, and in the process of promoting "home-school-community" integration, school teachers should cooperate with parents to jointly complete the educational tasks.

### 5.4 Constructing Teaching Models for Physical Education

Firstly, strengthen home-school cooperation: schools should strengthen cooperation with parents and promptly cooperate with them to jointly pay attention to the issues of primary school students' physical education. For example, through regular parent meetings, visits to the campus by parents, and parent committees, parents can promptly understand the school's physical education policies and actively advocate and encourage their participation in their children's physical exercise, creating a good atmosphere of joint education by family, school, and community. Secondly, innovate teaching methods: adopt interesting and interactive teaching methods to stimulate students' learning interest. Thirdly, pay attention to differentiated teaching. Teachers should, based on students' individual differences, teach in a personalized and differentiated way, in order to help primary school students improve their physical education scores.

### 5.5 Improving Relevant and Sports-Related Educational Resources

Firstly, schools should increase investment, establish special funds, and improve sports equipment, facilities, and equipment. Secondly, schools should actively recruit excellent physical education teachers, and also invite professional coaches or athletes to the campus to provide professional sports guidance, improving teaching quality. Finally, schools should make full use of social resources and cooperate with the community to jointly carry out physical education activities, actively organizing students to participate in community sports activities or competitions, promoting teaching through competition to improve primary school students' physical education scores.

### 5.6 Establishing a "home-school-community" Joint Education Mechanism and Highlighting the Leading Position of the School

In the process of promoting "home-school-community" integrated education, attention should be paid to top-level design, clarifying educational goals, establishing a "home-school-community" joint education mechanism, and highlighting the leading position of education by the school, making the "home-school-community" joint education a coherent whole. Schools should actively contact families and society, establish a joint education leadership group. The education group should regularly hold "home-school-community" integrated education work meetings, listen to opinions from all parties, and promptly propose effective countermeasures for problems.

## 6. Conclusion

Under the background of the "double reduction" policy, primary school physical education "home-school-community" integration as a new educational model has important practical value. "Cooperative Education" is the new trend in the reform of physical education curriculum. It should be guided by the "Double Reduction" policy<sup>[4]</sup>, and a three-party collaborative education system involving families, communities, and schools should be established to implement physical education education in an all-round and entire process manner. Through measures such as ensuring institutional implementation, strengthening publicity, and constructing teaching models, the quality of physical education for primary school students can be effectively improved, promoting their physical and mental health development, and facilitating their all-round development in morality, intelligence, physical fitness, aesthetics, and labor.

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