

Promoting Youth Participation in Sports: An Analysis of Home-School-Community Approach

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Abstract: Young people are the future of the country and the hope of the nation. The physical health of adolescents plays a vital role in their growth. Regular sports participation can effectively improve the physical health of teenagers, while also helping to improve mental health and promote emotional regulation, thereby helping teenagers thrive and achieve the educational purpose of all-round development. The purpose of this study is to promote youth sports participation. Based on the ecological system theory, overlapping influence domain theory, and synergy theory, three environments, namely family, school, and community, which are closely related to the healthy growth of teenagers, are selected to analyze the impact of youth sports participation. By summarizing the literature and expert guidance, 11 factors were identified at three levels that affect youth sports participation: the family level includes parental cognition, parental support, and parent involvement; the school level includes leadership support, teacher ability and cognition, campus facility funds, Physical health courses, campus sports atmosphere; community level includes organizational management, sports resources, publicity and education. This study adopted a random sampling method and selected 390 students from 10,242 students in 3 middle schools in Zhanjiang City as survey subjects. The researchers collected data through questionnaires that included participants' demographic profiles, sports participation, family factors, school factors, and community factors. Data were interpreted and analyzed using frequencies, percentages, weighted averages, Likert scales, Pearson correlation analysis, and linear regression analysis. Research shows that there are significant differences in youth sports participation by gender and grade. Boys' sports participation is better than that of girls. The sports participation status of junior middle school students is better than that of high school students. Among the effects of family factors on youth sports participation, "parental cognition", "parental support" and "parental participation" can all have a significant positive impact on youth sports participation. It shows that family entities can promote adolescents' sports participation behavior from three aspects: improving "parental awareness", focusing on "parental support", and focusing on "parental participation". In the impact of school factors on youth sports participation, in addition to "leadership support", the other four dimensions in the school factor scale are "teacher ability and cognition", "school facility funding", "physical education and health curriculum" and "school "Sports atmosphere" can significantly and positively affect youth sports participation, indicating that schools need to optimize hardware facilities, introduce outstanding sports talents, design sports and health courses, and create a good sports atmosphere in schools as the main ways to promote youth sports participation. Among the effects of community factors on youth sports participation, "sports resources" and "publicity and education" can both significantly and positively affect youth sports participation. However, "organizational management" cannot directly affect youth sports participation. Therefore, we can focus on absorbing and receiving more community sports resources, vigorously promoting sports-related information, creating a good sports atmosphere, and attracting more young people to participate in sports.

Keywords: Adolescents, Sports Participation, Home-School-Community, Influencing Factors.

1. Introduction

Youth sports participation refers to the behaviors and attitudes of young people participating in sports activities, including participating in sports, exercising and participating in sports competitions. In recent years, people's living standards have been constantly improved, but the physical fitness of teenagers has been declining, military training fainted, running falls and other phenomena have frequently occurred among young students. Since the 1980s and 1990s, the physical fitness of Chinese teenagers has begun to decline, the rate of myopia has gradually increased, and the physical fitness of students has also begun to decline (Li Xiangru 2020). Physical exercise can improve people's physical quality. In order to improve the problem of physical decline, it is urgent for teenagers to participate in sports. Liu Mingyi et al. (2022) believe that youth sports participation is based on sports projects and supported by sports activities. Through regular participation in physical exercises, it is an important

means to promote their mastery of sports skills, improve their physical literacy, hone their will and quality, and consolidate their sports foundation. Hong Jingjing and Li Shihong (2022) stated that engaging in sports is one of the main forms of sports activities in modern society. Although participation in physical activity has a positive impact on physical health at all ages, a physical lifestyle during adolescence is highly relevant. More and more studies have confirmed that continuous sports participation is beneficial to health (Warburton & Bredin, 2016, Yan Chunhui 2018, Du Jianjun 2019, Chu Xinyu 2021). It will not only improve adolescents' motor skills, social adaptability and academic performance, but also reduce Adolescent obesity and the risk of cardiovascular and cerebrovascular diseases also have a positive impact on promoting physical development and improving mental health. It is urgent to strengthen youth sports and improve youth physical fitness.

In recent years, the physical activity level of our country's adolescents has shown a clear downward trend, and

insufficient youth sports participation has become a serious challenge facing our country's education stage (Zhao Xin 2023). In order to promote the further development of youth sports, the country has emphasized the importance of youth participation in sports activities in many relevant laws and regulations.

Homes, schools and communities are important venues for youth sports activities, and they jointly bear the mission and responsibility of promoting healthy development of youth through sports. However, scholars such as Kong Lin and Wang Xiaozan (2020) pointed out that: in reality, our country is subject to development concepts, management systems, operating mechanisms, resource supply and other reasons, resulting in a relatively fragmented state of home, school and community sports. The lack of resource allocation in homes, schools and communities have also led to low enthusiasm for home sports participation and weak out-of-school sports activities, which has seriously restricted the construction of a social sports support environment for young people.

In the "Government Work Report" of Prime Minister Li Keqiang (2022), it was pointed out that "improving the collaborative education mechanism between schools, homes and communities" will promote the healthy physical and mental development of young people. Building a coordinated co-education and multiple linkage mechanism among homes, schools and communities has become an important proposition for youth sports development and reform.

Improving the status quo of teenagers' physical exercise and cultivating good physical exercise habits are important preconditions for developing the teenagers' core quality, improving social competitiveness and ensuring the quality of healthy life. How to promote youth sports participation from family, school and community factors is the fundamental starting point of this paper. Through the research of scholars, we have learned that there are certain health risks in the physical constitution of teenagers, such as obesity, etc., which are mostly caused by insufficient sports participation. There are many factors that cause insufficient sports participation. This study uses ecological system theory and overlapping influence domain theory and synergy theory as the theoretical basis of the study, select three environments of home, school and community that are closely related to the healthy growth of adolescents as research variables, and study the impact of home factors, school factors and community factors on adolescent sports participation. Regarding the relevance of youth sports participation, explore the methods of home-school-community synergy to promote youth sports participation.

2. Methodology

2.1. Research Design

This study adopted a descriptive correlational research method. Descriptive research was mainly used to statistically describe the sex, grade, and current status of youth sports participation, including exercise intensity, amount of time and frequency. In addition, this method was also used to describe the overview of factors affecting youth sports participation. Correlation research aims to discover the correlation between the variables of home, school, and community factors that affect youth sports participation, and to predict future events based on existing knowledge. This approach was appropriate

because it attempts to determine the relationship between the variables in the study and youth sports participation using a questionnaire completed by the respondents.

2.2. Sampling Method

The respondents of this study come from 3 middle schools in Z city.

This study uses a random sampling method, random sampling was conducted based on 95% confidence level and 5% confidence interval, that is 390 teenagers were randomly selected from a total population of 10242 from three different schools as survey subjects without bias to evaluate the current status of youth sports participation and the impact of home, school and community factors on youth sports participation. A stratified sampling method was used to distribute the required sample size to three different schools.

2.3. Statistical Treatment of the Data

When processing the analysis of the sample data, this study mainly uses two applicable statistics software, Excel and SPSS26.0. Specific method involved:

Descriptive statistical analysis. This tool was mainly used to study relevant data statistically.

Frequency distribution and percentage. These tools were used to determine the representativeness of the number of cases and in general variables such as the gender, grade, sports strength, sports time, and movement frequency of adolescents.

Mean. This tool was used to evaluate the effect of various factors of home, school and community on promoting youth sports participation.

Independent sample T test. This tool was used to analyze the level of sports participation in different sexes.

Standard deviation. This tool was used to analyze the differences between the participation of different grades of young people, as well as the analysis of the differences in the participation of youth sports under the influence of different factors.

Analysis of Pearson correlation. The statistical tool was used to determine the significant relationship between the factors of homes, schools, and communities and the participation of young sports.

3. Results, Interpretation and Discussion

3.1. Comparative Presentation of the Status of Youth's Sport Participation

Table 1 shows significant differences in sports participation among respondents grouped by sex and grade.

In the sports performance of youth sports participation, there are significant differences between male and female students in the three dimensions of sports frequency, sports intensity, and sports time ($P < 0.01$). In terms of sports frequency, the mean value of male is 3.80, and the mean value of female is 2.97; in terms of sports intensity, the mean value of male is 2.21, and the mean value of female is 1.68; in terms of sports time, the mean value of male is 3.75, and the mean value of female is 2.72; which can show that the sports frequency, sports intensity and sports time of male among teenagers are significantly higher than that of female.

Table 1. Sex and Grade difference of the status of youth's sport participation

Source of Variation	Sex	N	Mean	SD	T	Sig.	Remarks
frequency	Male	204	3.80	1.256	6.267	.003	Significant
	Female	186	2.97	1.379			
intensity	Male	204	2.21	0.794	6.977	.003	Significant
	Female	186	1.68	0.708			
time	Male	204	3.75	1.313	8.090	.003	Significant
	Female	186	2.72	1.202			
Source of Variation	Grade	N	Mean	SD	F	Sig.	Remarks
frequency	first middle school	49	3.69	1.432	11.078	.000	Significant
	second middle school	56	3.66	1.443			
	third middle school	65	3.95	1.243			
	first high school	77	3.60	1.320			
	second high school	63	3.27	1.260			
	third high school	80	2.53	1.147			
intensity	first middle school	49	2.02	0.803	5.525	.000	Significant
	second middle school	56	2.26	0.803			
	third middle school	65	2.18	0.768			
	first high school	77	1.87	0.732			
	second high school	63	1.79	0.806			
	third high school	80	1.71	0.766			
time	first middle school	49	3.29	1.369	7.504	.000	Significant
	second middle school	56	3.80	SD			
	third middle school	65	3.71	1.432			
	first high school	77	3.14	1.443			
	second high school	63	3.27	1.243			
	third high school	80	2.61	1.320			

Research findings show that there are significant differences between male and female students in terms of sports frequency, sports intensity and sports time. This shows that boys prefer to participate in sports, show higher enthusiasm and sports needs, and boys tend to choose sports with high intensity and long duration.

By comparing the differences among the six grades in the sample data, from the first grade of junior high school to the third grade of high school, it was found that there were significant differences in the sports intensity, sports time, and sports frequency of the teenage students investigated ($P < 0.01$).

Let's make a detailed analysis based on reality: The differences between different grades are mainly reflected in the sports frequency, sports intensity, and sports time. Junior middle school age is higher than high school grade, especially the sports frequency (number of sports per week) in the third grade of junior high school. It is much higher than other grades, indicating that in the context of the physical education high school entrance examination, junior high school students are likely to increase the frequency of weekly sports in order to improve their physical education scores. In addition, in

order to improve the enrollment rate of junior high school students, the school has also made mandatory requirements for physical education classes, after-school sports activities and other aspects of junior high school students. For example, the number of practice items for the Physical Education High School Entrance Examination has been increased. After entering high school, the increase in academic pressure leads to a gradual decrease in the number of physical sports. Especially after entering the third year of high school, students are sprinting for the college entrance examination and studying against the clock. The number, intensity and time of physical sports have dropped significantly.

3.2. Effect of Home Factors on Youth Sports Participation

Using the three dimensions of "parental awareness", "parental support" and "parental involvement" in the home factor scale as independent variables and "sports participation" as the dependent variable, multiple linear regression was used to analyze the impact of home factors on youth sports participation. Influence.

Table 2. The effect of home factors on youth sports participation

Family Factors		β	t	Sig.
Family Factors	Parental awareness	.296	3.429	.001
	Parent support	.317	3.248	.001
	parent involvement	.231	3.078	.002
$R^2 = 0.674$ ANOVA : $F = 266.61$; $P = 0.000 < 0.001$ Dependent variable : sports participation				

Table 2 shows that (1) the multiple linear regression fitting degree of home factors on youth sports participation $R^2 = 0.674$, which means that the three independent variables in the home factors scale can explain 67.4 % of the dependent variable.

(2) $F = 266.610$, $P = 0.000 < 0.001$, which means that at least

one of the three independent variables of "parental awareness", "parental support" and "parental involvement" can significantly affect the dependent variable "sports participation".

(3) "Parental awareness" can significantly positively affect adolescents' "sports participation" ($\beta = 0.296 > 0$, $P < 0.01$);

"parental support" can significantly positively affect adolescents' "sports participation" ($\beta = 0.317 > 0$, $P < 0.01$); "Parental involvement" can significantly positively affect adolescents' "sports participation" ($\beta = 0.231 > 0$, $P < 0.01$).

Through multiple linear regression, it was found that the three dimensions of "parental awareness", "parental support" and "parental involvement" in the home factor scale can significantly and positively affect youth sports participation. It shows that home entities can promote adolescents' sports participation behavior from three aspects: improving "parental awareness", focusing on "parental support", and focusing on "parental involvement".

3.3. Effect of School Factors on Youth Sports Participation

The five dimensions of the school factor scale "leadership support", "teacher ability and cognition", "school facility funds", "physical health courses" and "school sports atmosphere" are used as independent variables, and "sports participation" is used as the factor variables, multiple linear regression was used to analyze the impact of school factors on youth sports participation.

Table 3. The effect of school factors on youth sports participation

		β	t	Sig.
school factors	leadership support	.088	1.279	.202
	Teacher ability	.150	2.143	.033
	facility funding	.145	2.034	.043
	Physical education class	.121	2.003	.046
	sports atmosphere	.331	3.738	.000
$R^2 = 0.614$ ANOVA : $F = 122.167$; $P = 0.000 < 0.001$ Dependent variable : sports participation				

Table 3 shows (1) The multiple linear regression fitting degree of school factors on youth sports participation $R^2 = 0.614$, which means that the five independent variables in the school factor scale can explain 61.4 % of the dependent variable .

(2) $F = 122.167$, $P = 0.000 < 0.001$, which means that among the five independent variables of "leadership support", "teacher ability and cognition", "school facility funds", "physical health courses" and "school sports atmosphere" At least one can significantly affect the dependent variable "sports participation" .

(3) "Leadership support" cannot significantly affect adolescents' "sports participation" ($P = 0.202 > 0.05$); "Teacher ability and cognition" can significantly and positively affect adolescents' "sports participation" ($\beta = 0.150 > 0$, $P < 0.05$); "Facility funds" can have a significant positive impact on adolescents' "sports participation" ($\beta = 0.145 > 0$, $P < 0.05$); "Sports health courses" can have a significant positive impact Affects teenagers' "sports participation" ($\beta = 0.121 > 0$, $P < 0.05$); "School sports atmosphere" can significantly positively affect teenagers' "sports participation" ($\beta = 0.231 > 0$, $P < 0.01$).

Through multiple linear regression on the data of this sample survey, it was found that, in addition to "leadership support", the other four dimensions in the school factor scale are "teacher ability and cognition", "school facility funds", "physical education and health courses" and "school sports atmosphere" can significantly and positively affect youth sports participation, indicating that schools need to optimize hardware facilities, introduce outstanding sports talents, design sports and health courses, and create a good sports atmosphere in schools as a way to promote youth sports participation. main method.

3.4. Effect of Community Factors on Youth Sports Participation

Using the three dimensions of the community factor scale, "organizational management," "sports resources," and "publicity and education," as independent variables, and "sports participation" as the dependent variable, multiple linear regression was used to analyze the impact of community factors on youth sports participation.

Table 4. Impact of community factors on youth sports participation

		β	t	Sig.
community factors	Organizational management	.188	1.722	.086
	Sports resources	.400	2.982	.003
	Publicity and education	.231	2.216	.027
$R^2 = 0.652$ ANOVA : $F = 240.903$; $P = 0.000 < 0.001$ Dependent variable : sports participation				

Table 4 shows (1) The multiple linear regression fitting degree of community factors on youth sports participation $R^2 = 0.652$, which means that the five independent variables in the school factor scale can explain 65.2% of the dependent variable .

(2) $F = 240.903$, $P = 0.000 < 0.001$, which means that at least one of the three independent variables of "organizational management", "sports resources" and "publicity and education" can significantly affect the dependent variable "

sports participation" .

(3) "Organizational management" cannot significantly affect teenagers' "sports participation" ($P = 0.086 > 0.05$); "sports resources" can significantly positively affect teenagers' "sports participation" ($\beta = 0.400 > 0$, $P < 0.01$); "Publicity and education" can significantly positively affect adolescents' "sports participation" ($\beta = 0.231 > 0$, $P < 0.01$).

Through multiple linear regression on the data of this sample survey, it was found that both "sports resources" and

"publicity and education" can significantly positively affect youth sports participation, but "organizational management" cannot directly affect youth sports participation. Therefore, we can focus on absorbing and receiving more community sports resources, vigorously promoting sports-related information, creating a good sports atmosphere, and attracting more young people to participate in sports.

4. Conclusion

In the survey on youth sports participation, from the perspective of sports frequency, intensity, and time, youth sports participation is generally at an upper-middle level.

Boys prefer to participate in sports, show higher enthusiasm and sports needs, and boys tend to choose sports with high intensity and long duration. Sports participation of middle school students is better than that of high school students.

Among the home factors, parental support has the greatest impact on youth sports participation, followed by parent cognition and parent involvement. According to this explanation: among home factors, with the gradual improvement of "parental awareness," parental support, and "parental participation," youth sports participation behavior will also be improved accordingly.

Among the school factors, school sports atmosphere has the greatest impact on youth sports participation, the second is physical education and health courses, the third is sports facility funding, the fourth is teachers' ability and cognition, and finally leadership support. According to this explanation: Among school factors, strong support from leaders; improving and expanding school venues, equipment and facilities; improving the professional standards of physical education teachers and enhancing their concepts of physical education and teaching; standardizing or innovating physical education and health courses; creating a good school Methods and measures such as sports atmosphere can effectively promote schools' cultivation of students' sports participation behavior.

Among the community factors, community sports resources have the greatest impact on youth sports participation, followed by community sports organization management, and the least impact is sports publicity and education. According to this explanation: Among community factors, by focusing on sports organization management, optimizing and enriching community sports resources, and providing more publicity and education on sports-related information, the effect of community sports on cultivating young people's sports participation behaviors can be simultaneously improved.

5. Recommendations

In the home, parents can participate in more sports activities with their children. They can discuss sports-related information with their children in their spare time to improve young people's interest in sports. In addition, they can strengthen the relationship between home and school. Collaborative cooperation among communities to jointly promote youth sports participation.

In schools, teachers need to continuously learn new teaching methods to improve their teaching abilities. The teaching content should be enriched in the curriculum, and students should be taught in accordance with their aptitude according to their actual situation to meet their physical needs.

Schools can organize more colorful sports activities and provide sufficient funds and various sports facilities and equipment to create a good sports and cultural atmosphere and meet the sports development needs of young people.

In the community, for the sports development of young people, a complete sports management mechanism should be established, equipped with professionals, and provided with complete venue facilities. Sports activities, sports experience courses and sports knowledge lectures should be held regularly, especially those related to further studies. Information to attract young people's interest and participate in sports activities.

Integrate sports resources from families, schools, and communities, optimize the environment for youth sports participation, and improve sports service supply capabilities. Promote "home-school-community" collaborative communication, stimulate families, schools, and communities to participate in youth sports activities, reach consensus through effective communication, and jointly promote youth sports participation.

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