

Investigation and Analysis on the Current Situation of Campus Football Development in Taizhou No.2 Middle School under the Background of Integration of Physical Education and Sports

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Abstract:

This study investigates the current status of campus football development at Taizhou No.2 Middle School under the integration of physical education and academic education initiatives. Employing literature review, questionnaire surveys, and statistical analysis methods, the research reveals the following findings: The school's football instruction programs are generally well-established, with active participation in inter-school, municipal, and provincial football competitions. The facilities and equipment adequately support daily teaching and training activities. The teaching staff meets the fundamental requirements for football curriculum delivery and training programs. Recommendations include upgrading sports infrastructure, expanding faculty resources, implementing rational role allocation among teachers, establishing effective collaboration mechanisms, enhancing campus football visibility, improving educators' professional competencies, and ultimately fostering sustainable development of school-based football initiatives.

Keywords:

Integration of Physical Education and Academic Education, Campus Football, Secondary Schools

1. Introduction

Football is hailed as the “world's number one sport” due to its unique charm and has garnered widespread attention worldwide. Although China is the birthplace of ancient football, the performance of Chinese football in recent years has been somewhat disappointing. Compared to the rapidly advancing football in Asia and the thriving football in Europe and America, Chinese football remains at the initial stage of transformation [1]. Under the current circumstances, developing campus football is of great significance for increasing the number of football participants in China, expanding the football population, and promoting the popularization and

improvement of football. In 2020, the General Administration of Sport of China and the Ministry of Education issued the “Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Young People,” emphasizing the need to coordinate cultural studies and physical exercise for young people, deepen the “integration of sports and education,” and promote the healthy growth of young students. Since then, the policy of integrating sports and education has taken root in China’s sports and education systems. Against this backdrop, various regions and departments have launched reform waves based on the “integration of sports and education.” Therefore, through research and investigation, the current status of campus football development can be reflected, laying a solid foundation for future high-quality development.

2. Literature Review

2.1. Concept of Integration of Physical Education and Academic Education

The concept preceding “integration of sports and education” was “combining sports with education,” whose fundamental purpose was to address the persistent “conflict between academic studies and athletic training” within the sports system. The proposal of “combining sports with education” represents a significant initiative under new historical circumstances to strengthen school sports programs, promote quality-oriented education, enhance youth training, and cultivate high-caliber workers and outstanding sports talents for the nation. This strategy integrates resources from sports and education sectors to implement talent development initiatives, reflecting the core educational objectives of both fields and aligning with the inherent requirements of talent cultivation.

2.2. Campus Football

The concept of campus football activities refers to establishing a flagship project for campus football, gradually transforming societal perceptions of campus football, while simultaneously changing the mindset of parents and students regarding its educational essence.

2.3. Importance of Implementing the Integration of Physical Education and Academic Education System in Schools

In his 2021 paper “Research on Reform Paths of School Martial Arts Education under the Background of ‘Integration of Sports and Education’,” Yang Rong emphasized that this integration represents an advancement from the foundational concept of “combining sports and education,” with the primary objective of incorporating competitive athletes into the national education system. Consequently, the core focus of integration efforts lies in developing school sports programs and enhancing the overall competencies of professional athletes, thereby providing high-quality support services for cultivating elite athletes [2].

Therefore, the theory of sports-education integration is guided by the Scientific Outlook on Development and formulated as a national strategic concept based on China’s actual sports conditions. The continuous improvement and implementation of the sports-education integration system serve as a crucial component of current primary and secondary education, as well as a key step in physical education reform. Considering students’ comprehensive development, it is essential to implement the principles of sports-education integration.

3. Subjects and Methods

3.1. Study Subjects

This study examines the current status of campus football programs at Taizhou No.2 Middle School within the context of integrated physical education and academic education, with survey participants including first, second, and third-year high school students as well as in-service physical education teachers.

3.2. Questionnaire Survey Method

3.2.1. Questionnaire Design

This study investigated the development of campus football at Taizhou No.2 Middle School after the implementation of the integration of physical education and academic education policies. Two self-designed questionnaires were used, with survey participants including physical education teachers from Suzhou No.2 Senior High School and first, second, and third-year high school students from Taizhou No.2 Middle School.

3.2.2. Questionnaire Distribution and Collection

After passing the reliability and validity testing of the questionnaire, 300 questionnaires were distributed to freshmen, sophomores, and juniors of Taizhou No.2 Middle School, with 280 valid responses collected, yielding a response rate of 93%. Additionally, 10 questionnaires were distributed to physical education teachers at Taizhou No.2 Middle School, all of which were returned, achieving a 100% validity rate.

3.2.3. Reliability and Validity Testing of the Questionnaire

To ensure the validity of the questionnaire, the author conducted a literature review on relevant master's theses through CNKI and used them as a reference to develop appropriate survey content, as shown in Table 1.

Table 1. References for the survey questionnaire.

Author	School	Paper Title
Wu Hao	Guizhou Normal University	Research on Sustainable Development of Football Activities in Football Characteristic Kindergartens in Qiandongnan Prefecture, Guizhou Province
Sun Delong	Qufu Normal University	Research on Development Path of Campus Football Characteristic Schools under the Background of Integration of Physical Education and Sports: A Case Study of Linzi District, Zibo City
Wang Xinran	Shandong Sport University	Research on Football Culture Construction of Characteristic Football Schools in Qingdao City
Tang Yang	Chengdu Sport University	Research on Multi-stakeholder Governance Mechanism and Implementation Path of Football Youth Talent Cultivation in Chengdu from the Perspective of Integration of Physical Education and Sports

Based on this, seven experts were invited to evaluate the validity of the designed questionnaire content, with the results presented in Table 2.

Table 2. *Questionnaire Validity Survey.*

	Very effective	To good purpose	Valid	Of no avail
Number of people	5	2	0	0
percentage	71%	29%	0	0

As shown in Table 2, five experts rated the questionnaire as highly effective and two as very effective, indicating that its validity meets the research requirements of this study.

Questionnaire reliability testing: The split-half reliability method is employed, which involves dividing all test items into two equal parts and calculating the correlation between the two segments. The most commonly used method is the odd-even method. Subsequently, the reliability coefficient calculated using Excel software is $R=0.81$, indicating that the reliability meets the survey requirements.

3.3. Mathematical Analysis Method

Excel spreadsheets were used to process questionnaire survey results on the current status of campus football at Taizhou No.2 Middle School, with charts employed for visualization and analysis.

4. Results and Analysis

4.1. Current Status of Campus Football Development at Taizhou No.2 Middle School

4.1.1. Teaching Status of Campus Football at Taizhou No.2 Middle School

High school football courses serve as the primary channel for students to learn football skills. A systematic and well-structured football curriculum is crucial for physical education teachers to effectively teach football techniques in the classroom, as only through such an approach can students acquire fundamental football skills.

Table 3. *Analysis of Football Teaching Situation at Taizhou No.2 Middle School.*

	Accomplish	Almost done	Almost none
curriculum	6	3	1
percentage	60%	30%	10%

Table 3 reveals that among the 10 surveyed classes, 6 achieved 60% completion rate for basic football curriculum instruction. Three classes completed over 30% of football teaching content, while only 10% showed near-zero completion rates. This indicates schools maintain strong commitment to football programs and have achieved substantial teaching outcomes. As a key high school prioritizing academic excellence, it has successfully cultivated a vibrant football culture through institutional support. However, further improvements are needed in both teaching quality and student engagement in football education.

4.1.2. Analysis of Campus Football Training Status at Taizhou No.2 Middle School

Table 4. *Analysis of Weekly Football Training Sessions at Taizhou No.2 Middle School.*

	1-2 times	3-4 times	5 or more times
Senior One			√
Senior Two		√	
Senior	√		

The survey analysis in Table 4 clearly demonstrates a year-on-year reduction in training frequency. High school freshmen engage in training 5 times or more per week, sophomores 3-4 times per week, and juniors 1-2 times per week. This indicates that the increased academic pressure and heavy workload during high school have compelled a decrease in training frequency.

4.1.3. Analysis of Campus Football Competition at Taizhou No.2 Middle School

The initiative of campus football aims to promote and popularize the sport among a broad adolescent student population, effectively enhance participation rates in football activities, and provide a continuous supply of football talent reserves for China. With the growing popularity and development of campus football, Taizhou No.2 Middle School has participated in football competitions at various levels.

Table 5. Analysis of Football Match Situation at Taizhou No.2 Middle School.

	Have neither part nor lot in	Join
Nationwide	√	
Provincial level		√
City level		√
Interschool		√

Table 5 presents the football competition situation at Taizhou No.2 Middle School. Through investigation and analysis, it is found that the current competitions include inter-school tournaments, municipal-level competitions, and provincial-level competitions, with no participation in national youth football competitions to date.

Through investigation and analysis, it was found that the team has not yet participated in the National Youth Football League but has repeatedly engaged in the Suzhou City Youth Football League. The team has continuously refined coordination and technical skills through inter-school competitions to lay a foundation for higher-level competitions.

4.1.4. Football Field Facilities Configuration at Taizhou No.2 Middle School

Table 6. Student Survey Analysis of Football Field Equipment at Taizhou No.2 Middle School.

	Meetable	Same as	Cannot be satisfied
Student	190	90	0
Percentage	67.85%	32.14%	0%

Table 6 presents a student survey on football facilities at Taizhou No.2 Middle School. The data reveals that 190 respondents (67.85%) consider the school's football equipment adequate for daily training needs, while 90 students (32.14%) rated it as merely satisfactory. Notably, no respondents (0%) reported any deficiencies in facility support. These findings demonstrate that the school's investment in football infrastructure and equipment effectively meets students' requirements for football education and training participation.

Table 7. Investigation and Analysis of Football Field Equipment Teachers at Taizhou No.2 Middle School.

	Meetable	Same as	Cannot be satisfied
Teacher	5	4	1
Percentage	50%	40%	10%

Table 7 presents survey data on football facilities at Taizhou No.2 Middle School. The results indicate that 50% of football instructors believe current field

configurations adequately meet teaching requirements. However, 10% of teachers argue that existing facilities and equipment fail to support both instructional and training needs, suggesting the addition of 1-2 more fields to accommodate students' daily exercise routines and school football team training requirements.

4.1.5. Faculty Status of Campus Football at Taizhou No.2 Middle School

Table 8. Age distribution of football teachers at Taizhou No.2 Senior High School.

Age	Number of people	Scale (%)
Under 35 years of age	3	30%
36-50 years old	5	50%
Over 50 years of age	2	20%

Table 8 presents the age distribution of football teachers at Taizhou No.2 Middle School. The data shows that three teachers under 35 years old account for 30% of the faculty, while those aged 36-50 make up 50%. Only two teachers are over 50, representing 20%. This indicates a relatively small number of young instructors under 35, with the majority of football teachers concentrated in the middle-aged and younger age groups.

Table 9. Educational Qualifications of Football Teachers at Taizhou No.2 Senior High School.

Record of formal schooling	Number of people	Scale (%)
Junior college education	3	30%
Undergraduate course	6	60%
Graduate level or above	1	10%

Table 9 presents the educational qualifications of football teachers at Suzhou No.2 Senior High School. The data shows that three teachers hold associate degrees (30%), six possess bachelor's degrees (60%), and one has a master's degree (10%). This academic profile aligns with the school's football teaching development goals.

Table 10. Professional Profile of Football Teachers at Taizhou No.2 Senior High School.

Specialty	Soccer	Sports (non-football specialty)	Non-sports
Teacher	6	4	0
Percentage	60%	40%	0%

Table 10 presents the professional qualifications of football teachers at Suzhou No.2 Senior High School. Analysis reveals that 6 teachers (60%) specialize in football, while 4 teachers (40%) have a background in physical education but lack football expertise. Notably, there are zero teachers without a sports education background, indicating a clear need to recruit more football specialists.

Table 11. Professional Title Distribution of Football Teachers at Taizhou No.2 Senior High School.

Professional ranks and titles	Number of people	Scale (%)
Two stage	4	40%
One-level	4	40%
Senior	1	10%
Senior professional	1	10%

Table 11 presents the professional title distribution of football teachers at Suzhou No.2 Senior High School. The data reveals that among the 10 teachers engaged in football instruction and training, 4 hold secondary-level teacher titles (40%), 4 hold primary-level titles (40%), 1 holds senior-level titles (10%), and 1 holds full senior-level titles (10%). This indicates a balanced distribution of teaching qualifications

across the faculty, though there remains a shortage of senior titles, underscoring the need to enhance teachers' professional competencies.

Table 12. *Football Coach Rank Distribution at Taizhou No.2 Senior High School.*

Coach Level	number of people	scale (%)
A level	0	0
B level	1	10%
C level	6	60%
D level	3	50%

According to the analysis in Table 12, the majority of football coaches at Suzhou No.2 Senior High School are at Level C, accounting for 60%. The football coaching levels in China are divided into six tiers: from highest to lowest, they are AFC-China Football Association Professional Level, AFC-China Football Association Level A, AFC-China Football Association Level B, China Football Association Level C, China Football Association Level D, and Local Member Association Level E. Coaches holding Level C certificates can coach amateur football teams, representing the entry-level in football coaching certifications. However, to promote the development of campus football, it is still necessary to encourage teachers to pursue further education.

4.2. Factors influencing the development of campus football at Taizhou No.2 Middle School.

4.2.1. Impact of Social Environment

Through literature review and field research, it is evident that public opinion trends in the social environment significantly influence the development of campus football. To effectively promote football activities and establish professional teams, creating a positive social atmosphere and supportive football ecosystem is crucial. China's vigorous promotion of campus football has yielded noticeable progress across cities, gradually alleviating parental concerns. However, current efforts remain incomplete. To overcome deeply ingrained perceptions among students' parents, enhanced guidance and awareness campaigns are essential. This requires collaboration across societal sectors. Only through transformative changes and heightened societal attention can parental engagement be effectively stimulated, thereby providing substantial support for the sustainable development of campus football programs.

4.2.2. Impact of School Attitude on the Development of Campus Football

Interviews with teachers at the school revealed that high school years represent a critical phase for developing campus football programs. This period not only facilitates integrated football education across primary and secondary schools but also serves as a pipeline for nurturing elite players for professional teams. Schools act as both the primary organizers of campus football initiatives and key platforms for promoting educational philosophies. The emphasis and support from schools remain pivotal to the success of campus football programs [3]. Field observations at other high schools indicate that some institutions fail to establish football teams due to funding shortages, lack of dedicated budgets, inadequate facilities and equipment, and insufficient teaching staff. Currently, most high schools prioritize academic performance and college admission rates—a prevalent trend that naturally leads to diminished attention toward physical education. This imbalance constitutes the primary obstacle hindering the advancement of campus football programs.

4.2.3. Parents' Attitudes Toward the Implementation of Campus Football Programs in High School Stage

Interviews with selected parents at the school reveal their predominant attitudes toward children's participation in football training. While prioritizing their children's health, parents often express concerns about safety risks associated with sports activities, creating a dilemma. The high school stage inherently involves heavy academic workloads, compounded by deeply ingrained exam-oriented mindsets that significantly hinder parental support for school-based football programs [4]. Therefore, to effectively develop campus football and encourage broader student participation, gaining parental endorsement and support remains crucial.

5. Development Strategies for Campus Football at Taizhou No.2 Middle School

5.1. Establish reasonable teacher division of labor and establish a sound circulation mechanism

To further develop campus football programs at our school, establishing a dedicated Campus Football Office is essential. With strong institutional support for this initiative, we can clearly define teachers' responsibilities, set clear objectives, and implement structured learning mechanisms. To enhance the overall competitiveness of campus football, we must actively organize school-based competitions and inter-school tournaments to expand participation and create significant impact [5]. By securing sponsorships for school football teams, leveraging institutional support, and hiring retired athletes as coaching advisors, we can effectively improve students' athletic performance. This approach ensures clear role assignments and establishes a sustainable operational cycle [6].

5.2. Enhance the reputation of campus football and properly manage relationships among all stakeholders

The current stagnation in campus football development stems from the recognition and support of schools, relevant authorities, and parent communities. Schools' understanding of campus football will significantly influence its implementation within their institutions. Relevant authorities play a pivotal role in organizing competitions and related initiatives. Parents' awareness of football activities also constitutes a key focus for advancing campus football programs. By actively promoting inter-school branded tournaments, we can effectively enhance the visibility of our school's campus football initiatives, thereby gaining broader recognition from schools, authorities, and parents [7].

5.3. Enhancing Teachers' Professional Competence to Effectively Promote Student Development

Many students begin years of football training during their high school years, which naturally raises the bar for teachers' professional expertise. To meet these demands, football instructors must enhance their skills through regular training programs, actively participate in workshops organized by education and sports authorities, and engage in national-level training initiatives to gain comprehensive knowledge. Self-directed practice is equally crucial. Only by improving teachers' professional competence can we refine students' athletic performance in critical details and lead school football teams to outstanding achievements.

6. Conclusion and Recommendations

The study reveals that Taizhou No.2 Middle School has achieved basic success in implementing campus football programs under the integrated physical education framework. The school actively participates in inter-school, municipal, and provincial football competitions, with facilities and equipment adequately meeting daily teaching and training requirements. Its teaching staff effectively supports football curriculum delivery and training needs. However, social environmental factors—including the broader football development landscape, institutional attitudes toward campus football initiatives, and parental support for high school-level football programs—continue to pose challenges to the school's football development progress.

The school should optimize the scheduling of high school football courses and training programs, upgrade sports facilities and equipment, and recruit young teachers to strengthen the faculty team, thereby enhancing instructional resources for campus football development. It is essential to establish a campus football-centered development strategy, implement rational teacher role allocation, create effective feedback mechanisms, boost the visibility of campus football initiatives, elevate teachers' professional competencies, and ultimately drive sustainable progress in school football programs.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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