

Research on the Construction Path of Campus Sports Culture in Junior High Schools under the Background of China's Sports Power

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Abstract: Against the backdrop of China's vigorous promotion of building itself into a sports power, campus sports culture plays an increasingly vital role in quality education at the junior high school level. Based on clarifying relevant core concepts, this paper analyzes the overall situation and current shortcomings of campus sports culture construction in junior high schools. It proposes a systematic construction path from six aspects: material conditions, institutional guarantees, activity forms, spiritual connotations, home-school cooperation, and the creation of distinctive features, along with corresponding implementation strategies. The aim is to provide scientific and feasible practical references for junior high school physical education teachers and school administrators.

Keywords: Sports power; Junior high school; Campus sports culture; Construction path

Online publication: April 9, 2026

1. Research background

The strategic plan outlined in the 2019 *Outline for Building a Leading Sports Nation*, which emphasizes “promoting the Chinese sports spirit and creating branded sports cultural activities”^[1], along with the implementation path proposed in the 2020 *Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents*, which advocates for the establishment of traditional sports schools with distinctive features through the “one school, one specialty” or “one school, multiple specialties” models^[2]. Junior high school represents a critical transitional period in students' physical and mental development. Integrating the construction of campus sports culture into the overall educational framework of schools not only serves as a concrete practice to fulfill the “five-pronged approach” requirement in the *Opinions on Deepening Educational and Teaching Reforms to Comprehensively Improve the Quality of Compulsory Education* but also acts as a vital vehicle for promoting students' physical and mental health, fostering teamwork skills, and cultivating a sense of responsibility towards the era^[3]. Based on this, this study explores

the construction ideas, implementation paths, and long-term mechanisms of junior high school campus sports culture in line with the strategic requirements of building a leading sports nation, providing theoretical and practical support for the formation of a sports culture system with distinctive school characteristics.

2. Concept definition: Connotations of sports culture and campus sports culture

Sports culture encompasses four core dimensions: material culture, institutional culture, behavioral culture, and spiritual culture, representing the aggregate of various forms of wealth and values created by humanity through sports practice. As a narrower branch of sports culture, campus sports culture specifically refers to the collective sports values, behavioral norms, and material achievements created and accumulated by all teachers and students through activities such as physical education and sports practice within the specific environment of a school^[4].

3. Current situation and issues in the construction of sports culture on junior high school campuses

3.1. Relatively lagging material and cultural environment

Currently, many junior high schools still focus on traditional sports in terms of sports venues and equipment allocation, making it difficult to meet the spatial needs for diversified teaching, tiered training, and club activities. Affected by the structure of funding investment, the maintenance and renewal of sports venues and equipment lack stable guarantees, with the aging of some facilities being a prominent issue. Meanwhile, the slow pace of equipment renewal makes it difficult to introduce emerging sports, which fails to keep pace with students' growing interest in sports and their skill development needs.

3.2. Inadequate institutional cultural system

When promoting the construction of sports culture, most schools primarily rely on higher-level macro policies and lack specific implementation plans and quantifiable evaluation criteria tailored to their own realities. In terms of participation in sports activities, attendance records, and recognition and incentives, manual management still predominates, resulting in low efficiency and insufficient standardization, which makes it difficult to effectively stimulate students' enthusiasm for participation. Additionally, supervision and inspection mainly take the form of periodic assessments, lacking regular tracking and dynamic feedback. There is a disconnect between the implementation of systems and the actual construction situation, which is not conducive to continuous optimization and long-term incentives^[4].

3.3. Relatively monotonous behavioral cultural forms

Extracurricular sports activities in junior high schools are mainly concentrated on school sports meets, class competitions, and fixed clubs, with relatively fixed project types and time slots, lacking fun and innovation^[4]. Restricted by factors such as teaching staff and after-school schedules, students' sustained participation in characteristic sports projects is weak, and club activities tend to be carried out in a phased and temporary manner, making it difficult to form stable and regular activity brands. At the same time, students have limited knowledge of emerging sports, and the attractiveness and influence of campus sports culture have not been fully realized.

3.4. Insufficient leading role of spiritual culture

The core values of the sports spirit, such as perseverance, teamwork, and innovation, have not been systematically integrated into daily teaching and the campus culture system. Existing publicity mainly relies on annual sports festivals, themed class meetings, or bulletin board posters, with low frequency and monotonous forms, making it difficult to create sustained resonance among teachers and students^[5]. Some teachers focus more on skill teaching and competition results in physical education and activity organization, lacking a systematic design for the explanation, experience, and internalization of the sports spirit. This results in weak student identification with sports culture and difficulty in transforming the sports spirit into internal motivation for learning and life.

3.5. Inadequate home-school collaborative education mechanism

The family plays an important role in cultivating students' sports awareness and exercise habits, but currently, parents' participation in school sports work mostly remains at the level of information understanding, with a low degree of active participation and collaborative education. Home-school communication mainly takes the form of one-way transmission such as notifications and announcements, lacking interactive mechanisms for joint participation and decision-making. It is difficult to effectively integrate family and community sports resources into the school sports system. Some parents do not attach sufficient importance to adolescents' physical health and daily exercise, and a stable cooperation mechanism has not yet been formed between home and school in terms of jointly formulating exercise plans, supervising implementation, and providing feedback on results.

4. Six approaches to building campus sports culture

4.1. Improving basic conditions for material culture

Schools should establish a regular maintenance and renewal mechanism for sports venues and equipment, and develop a management model involving sports teachers, student representatives, and logistics departments to achieve standardized management of venue usage, equipment maintenance, and usage records. Conduct safety inspections of sports facilities each semester, focusing on evaluating venue conditions, equipment stability, and safety measures, and formulate annual maintenance and renewal plans accordingly to extend the lifespan of facilities while ensuring safety. Additionally, schools can utilize waste materials to create simple sports equipment and develop interesting, low-cost sports props, which not only saves costs but also enhances student participation and creativity. Schools can also divide sports venues into functional zones and allocate time slots reasonably for different grades to improve venue utilization^[5]. By raising sports funds through multiple channels and standardizing fund usage and disclosure systems, schools can provide safe, diverse, and sustainable conditions for sports activities.

4.2. Establishing a robust system of cultural safeguards

To boost student participation, schools can develop concise and practical methods for encouraging participation in sports activities, incorporating factors such as participation frequency, skill improvement, and team performance into comprehensive quality evaluations to create positive incentives. Establish a supervision team consisting of school administrators, sports teachers, and students to regularly monitor venue usage, club activities, and feedback from teachers and students, using information platforms to collect opinions promptly and forming a closed-loop management system of “formulation-implementation-feedback-improvement.” Set up sports honors to recognize outstanding individuals and groups, enhancing students' sense of accomplishment

and belonging. Invite parent committees and external experts to participate in system evaluations to improve the scientific rigor and enforceability of the systems, providing institutional support for sports culture building ^[6].

4.3. Enriching behavioral culture through diverse activities

Junior high schools should establish a multi-tiered, comprehensive extracurricular sports activity system, adding projects such as balloon volleyball, softball, and frisbee to existing clubs, and formulating annual activity plans and assessment methods. Incorporate fun competitions and cooperative exercises into physical education classes to enhance classroom interaction. Organize multiple sports leagues within the school each semester and actively arrange inter-school exchange activities to create a regional exchange platform ^[7]. Additionally, open new sports clubs such as street dance, yoga, and orienteering, and integrate them with themed events like Health Week and Sports Culture Festival to promote deep integration of sports with campus life, enhancing students' identification with and sustained participation in sports culture.

4.4. Strengthening the guidance of spiritual and cultural values

Schools should integrate sports spirit into the entire process of daily education, using platforms such as class meetings and flag-raising ceremonies to promote the stories of outstanding athletes and inspiring sports tales, making concepts like perseverance, collaboration, striving, and surpassing more concrete and contextualized. Develop campus sports culture promotional materials and use events as carriers to allow students to experience sports spirit in practice. Regularly disseminate sports culture content through campus broadcasts and official accounts to create an all-encompassing, multi-angle cultural immersion atmosphere. Conduct sports spirit-themed education and class competitions to promote the internalization and externalization of sports spirit, enhancing collective consciousness and cultural identity among teachers and students ^[8].

4.5. Building a collaborative education model involving families, schools, and communities

Schools and families should jointly establish a platform for sports education, regularly organizing parent-child sports activities in forms such as family relays and fun sports to enhance parents' understanding and support of school sports work. Design practical "family sports tasks" such as parent-child hiking and family fitness, and use online platforms for display and exchange to create a family sports atmosphere ^[9]. Strengthen cooperation with community sports centers and youth sports clubs, organizing students to participate in off-campus sports practices and making full use of social sports resources to create a cohesive on- and off-campus physical exercise environment. Through joint efforts from families, schools, and communities, establish an integrated sports education mechanism encompassing teaching, practice, and evaluation to enhance students' awareness of regular exercise and self-management abilities.

4.6. Building distinctive sports project brands

Schools can select one or two sports projects for focused cultivation based on local culture and their own educational characteristics, forming an integrated development model of "teacher training-curriculum development-event organization." On one hand, develop specialized training plans for sports teachers, inviting professional athletes and coaches to conduct skill and conceptual training to enhance teachers' professional levels; on the other hand, develop school-based sports curricula that combine project skills, sports culture, and local characteristics, integrating them into classroom and after-school services. Form school-level teams for featured projects to regularly participate in district and municipal competitions and gradually host

regional sports activities, creating a distinctive campus sports brand. Strengthen cooperation with local sports departments and social organizations to integrate resources and expand publicity, enhancing the social influence and sustainable development capabilities of campus sports culture ^[10].

5. Implementation strategies and safeguard measures

5.1. Strengthening the professional capacity building of sports teachers

Leveraging the sports discipline resources of municipal and district education administrative departments and higher normal universities, establish a three-dimensional junior high school sports teacher training system involving “schools-regions-institutions.” Through collaborative efforts between school-based teaching and research groups and regional teaching and research centers, organize activities such as on- and off-campus specialized training, cross-school teaching observations, and master teacher video lectures at the beginning, middle, and end of each semester, covering dimensions such as sports project skills, sports teaching design, and sports culture education. Establish growth mechanisms such as “mentor-mentee pairing” and “peer mutual assistance,” where senior sports teachers and external experts provide dynamic tracking guidance to young teachers, binding training outcomes with teachers’ professional development files, and regularly conducting teaching case discussions and classroom practice reflections to form a long-term professional growth path for teachers oriented towards action research ^[6].

5.2. Improving diversified evaluation and feedback mechanisms

Construct a three-dimensional diversified assessment system” in English of “process evaluation-outcome evaluation-developmental evaluation,” incorporating four major dimensions—material environment construction (venue and equipment maintenance), system implementation (attendance and incentive mechanism implementation), behavioral participation (extracurricular activities and club construction effectiveness), and spiritual infiltration (sports spirit dissemination and cultural identity)—into quantifiable evaluation indicators ^[7]. Develop detailed evaluation criteria for campus sports culture building, using a combination of quantitative scoring and grading assessment, and utilize information platforms to achieve real-time data statistics and presentation. Link evaluation results with performance appraisals, professional title evaluations, and club funding allocations, using data to support decision-making and feedback to promote improvement, providing continuous motivation for sports culture building.

5.3. Strengthening financial input and management safeguards

Adhere to the principles of coordinated financial management, dedicated funds for specific purposes, and transparency, clarifying the annual investment ratio and usage direction for campus sports culture building. In addition to fiscal support, expand social fundraising channels, such as establishing alumni funds, seeking community and corporate support, and organizing public welfare sports activities. Regularly disclose fund sources, usage, and audit results, accepting supervision from teachers, students, and parents to ensure efficient and safe use of funds for key tasks such as facility improvement, teacher training, and event organization, providing stable financial support for sports culture building.

5.4. Promoting informatization and technological empowerment

Introduce campus sports management platforms to digitally manage and monitor resources such as venues and equipment; install monitoring devices in key areas to promptly grasp the status of equipment and venues,

providing a basis for maintenance. Encourage students to use sports wristbands, fitness apps, etc., to record exercise data and establish personal health files for self-management. Utilize big data to analyze the sports participation, physical fitness test results, and project interest preferences of all students in the school, providing precise references for curriculum setting, event arrangement, and project development, promoting deep integration of sports and information technology, and enhancing the scientific level of sports culture building.

5.5. Establishing a continuous improvement and optimization mechanism

Construct a closed-loop improvement model of “research-assessment-feedback-optimization,” widely collecting opinions and suggestions from teachers, students, parents, and cooperative units each semester through questionnaires, interviews, and symposiums. Conduct a comprehensive analysis at the school level based on evaluation data, identifying issues and clarifying improvement measures and responsibilities. Encourage sports teachers to conduct practical exploration and reflective summaries with campus sports culture as their research direction, incorporating effective experiences into next year’s work plan and promoting them within the school. Through continuous research and dynamic adjustments, promote the continuous development of junior high school campus sports culture towards standardization, scientific rigor, and distinctiveness.

6. Conclusion

Guided by the strategy of building China into a leading sporting nation, the construction of sports culture in junior high school campuses should coordinate the four core dimensions of material conditions, institutional systems, activity forms, and spiritual connotations, while also strengthening the collaboration among families, schools, and communities and the development of distinctive sports projects to form a comprehensive and long-term construction system. The six construction approaches and supporting safeguard strategies proposed in this paper are not only grounded in relevant theoretical foundations but also aligned with the actual conditions of junior high school physical education, demonstrating strong practicality and potential for widespread adoption. In the future, practical research can be conducted in more regions and schools to further refine the evaluation system and implementation approaches, enriching both the theoretical and practical outcomes of campus sports culture, and providing robust support for promoting the all-round development of junior high school students and advancing the high-quality development of school physical education.

Funding

Empirical Study on the Impact of Middle School Students’ Physical Exercise on Academic Stress and Mental Health under the Background of the “Double Reduction” Policy, a project under the “14th Five-Year Plan” for Educational Science in Laibin City for the Year 2025 (LBJK2025A011)

Disclosure statement

The authors declare no conflict of interest.

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