

# From the Perspective of Overlapping Spheres of Influence: – Difficulties and Solutions of Family-School-Community Cooperation in Promoting Extracurricular Sports Activities

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**Abstract:** At present, teenagers' extra-curricular sports activities are easily affected by their own lack of motivation to exercise, the imprisonment of family sports thoughts, the low utilization rate of off-campus stadium .This article based on overlapping spheres of influence, this study builds a model of Family-School-Community cooperation promoting the development of extracurricular sports activities for adolescents.To explain the realistic possibility of Three domain cooperation through their own experience, values and practice of overlap,so as to promote the quality and efficiency of teenagers' extracurricular sports activities.

**Keywords:** Extracurricular sports activities; Adolescent group; Overlapping spheres of influence; Family-School-Community cooperation

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## 1. Introduction

In the twenty report of the Communist Party of China, it is clearly pointed out that, fully improving the education mechanism of school, Family and Community is an indispensable key link in the implementation of science and education to rejuvenate the country and strengthen the talent support for modernization construction.As far as sports is concerned, while it is important to clarify the construction of intramural sports curriculum, it is also necessary to fully realize that extracurricular sports activities carried out by teenagers in order to exercise and enjoy their body and mind are a crucial part of promoting the healthy growth of students' body and mind.Based on overlapping spheres of influence, this paper discusses the role of Family-School-Community cooperation in educating students and the advantages of cooperation, so as to provide an optimal idea for the development of extracurricular sports activities for teenagers.

## 2. Analysis of potential hindrance factors of extracurricular sports activities

### 2.1 Students' willingness to exercise independently is not strong

The extracurricular sports activities with students as the core are an important form to enrich the content of students' physical exercise, the effect and quality of which are bound to be affected by the motivation of students' exercise. Although many schools require students to do morning exercises and form an exercise system, few students continue to exercise in their spare time after physical education.Relevant research shows that the frequency of extracurricular sports activities of college students is significantly lower than that of primary school students<sup>[1]</sup>. Some students can't stick to exercise because of their inertia, busy study and other factors<sup>[2]</sup>.Students may compress the time for exercise under the influence of academic tasks, employment pressure and other factors, which also become objective reasons for not participating in physical exercise.However, the restriction of exercise conditions and environment on students' participation in physical exercise is far less than the effect of students' lack of subjective initiative to participate in exercise. Teenagers with good exercise motivation will not be easily affected by this objective factor.

## 2.2 The lack of family sports concept still exists

Family sports atmosphere and parents' sports attitude have a profound influence on children's enthusiasm for physical exercise<sup>[3]</sup>. At present, physical education is still generally affected by the concept of "exam-oriented education, only score theory". Only after a certain sports activity or sports item is connected with their children's admission to school can they get strong support from parents. Such as the project after joining the sports examination, entrance requirements for children, to support their children on the extracurricular exercise. However, when the examination is over, whether parents will encourage their children to continue physical exercise and whether their children will take the initiative to carry out sports practice activities are still vague.

## 2.3 The resources of intramural sports activities are insufficient

Extracurricular physical exercise is not a random activity, pay attention to quality can promote students' physical health. For the purpose of facilitating the organization of extracurricular activities, recess exercises and campus running have become common forms of extracurricular sports in most schools. Some primary and middle schools have also incorporated morning running and group running between classes into the school system. But this institutional extracurricular exercise is not conducive to cultivating students' interest in sports, Students can only do sports required by the school in designated areas during recess, which limits their sports space and choice in the school.

## 2.4 There is a lack of support for off-campus sports domain

The scope of extracurricular exercise is not limited to the campus, outside resources are also important for extracurricular exercise. Whether students participate in sports activities in addition to the exercise activities organized by the school has a crucial impact on students' physical health<sup>[4]</sup>. The ultimate purpose of school education is to enable students to enter society. The same is true of student sports development. The awareness of connection between school and off-campus sports institutions is not completely unified, which leads to the lack of students' off-campus sports resources to some extent. We should pay attention to the fact that, on the one hand, sports clubs, associations and other organizations in the Community can provide students with abundant off-campus site resources and broaden the scope of extracurricular sports activities for students. Moreover, community sports organizations can further enrich and improve youth sports knowledge and skills on the basis of school and family. The important role of Community resources explains the necessity of Community domain as a guarantee for students' extracurricular physical exercise. As an important force in the development of extracurricular sports activities of teenagers, the lack of participation will inevitably become a hidden danger to hinder the development of extracurricular sports activities of teenagers.

# 3. Overlapping spheres of influence connotation and applicability

## 3.1 Focus on overlapping spheres of influence in Family-School-Community cooperation

The educational value of family-school-community cooperation is also concerned by many foreign scholars. The three forces of family, school and society mentioned in the research of Coleman and Bourdieu play an important role in the development of education<sup>[5]</sup>. The concept of multi-field collaborative education is presented in a more intuitive way along with Epstein's overlapping spheres of influence model. In the overlapping spheres of influence framework (Figure 1), it is depicted that the three fields of family, school and society are independent and overlap each other. Only when each field's own experience and overall values are consistent with their own practices, can they give full play to their overlapping educating function.

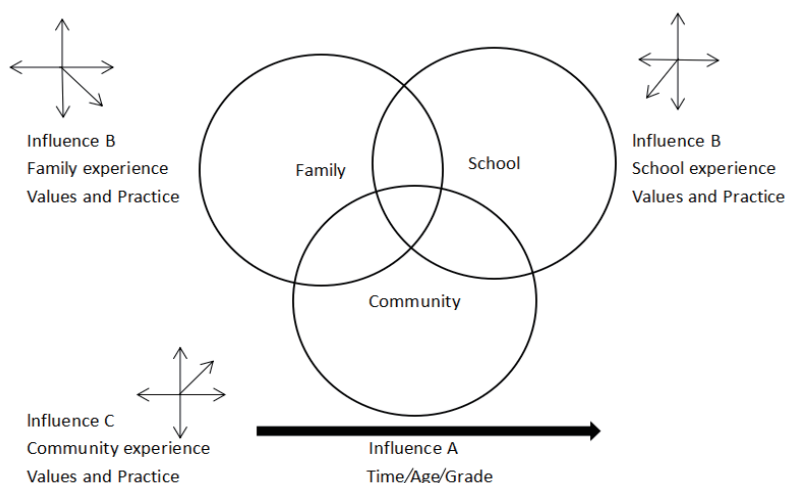


Figure 1 External theoretical framework

## 3.2 Theoretical convergence point

As a form of education, overlapping spheres of influence fully reveals that the development of youth sports requires the cooperation of family, school and society to give full play to the vitality of physical education. For extracurricular sports activities of teenagers,

the off-campus domain contains more sports resources, which not only provides more sports choices for teenagers, but also provides sports venues for teachers, parents and other groups, which plays a key role in improving the awareness of physical exercise and sports interest of subjects in each field.

The gathering of middle school students in the off-campus sports domain will surely attract the attention of parents, which not only improves the flow of people in sports venues, but also penetrates parents' thoughts invisibly, thus laying a potential interweaving premise for the values of sports activities, sports experience and practices of schools, families and communities. On the basis of respecting the internal and external models constructed by Epstein, the research draws a model of the development of extracurricular sports activities promoted by Family-school community (Figure 2).

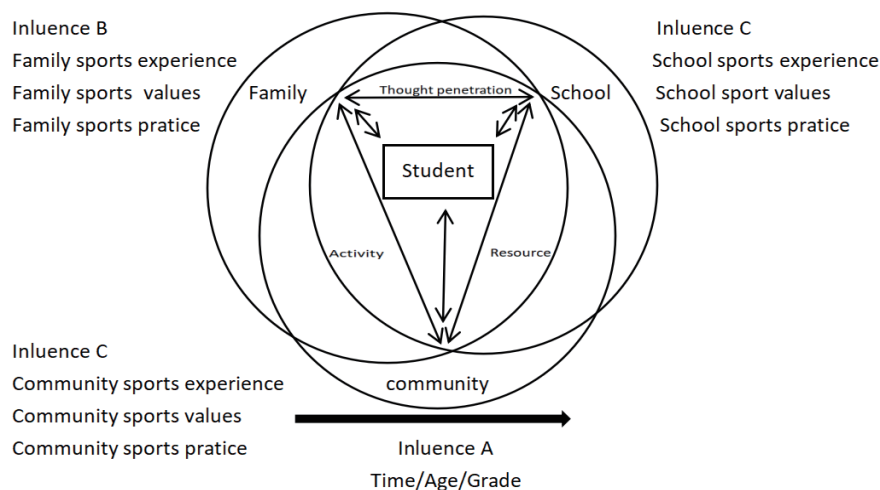


Figure 2 Family-School-Community collaboration promoting physical activity model

## 4. Discussion on ways to promote extra-curricular sports activities through Family-School-Community cooperation

### 4.1 Activities as a supplement, the construction of Family-school field linkage

Not all students have a good level of motivation. Considering the motivational effect of external regulation on adolescents who do not exercise themselves, punishment or reward will have a negative or positive impact on their physical activity. The competitive atmosphere of traditional school sports meeting is too strong for students with low motivation level. Failing to achieve good ranking may have a psychological blow to those students with high motivation but low sports level. The school can carry out sports activities that parents and students can participate in together, which not only affects teachers' attention to the development of students' sports, but also provides the possibility for students to penetrate sports thoughts to the family level and students to still participate in sports exercise in the domain outside the school. Secondly, the school can organize sports and friendship events with sports organizations outside the school, so as to improve the sports level of the student team, and strive to build the school model organization group. Under the incentive of the model, students' interest in physical exercise will also increase.

### 4.2 Improve the form of work, get rid of the shackles of thought

As an important place for teenagers to develop good sports habits, the campus attaches great importance to sports activities, which indirectly spreads to the family field through students to interfere with family members' views on sports. At present, under the influence of the epidemic, the space of Family sports field is limited, and the importance of family sports is more prominent. Therefore, it is necessary to pay attention to the cooperation between family and school to cultivate the awareness of youth physical exercise, and take school as the starting point to infiltrate the idea of physical education into the family, which can fully enhance the parents' attention to physical education. The assignment of sports activities to be completed jointly by parents and students creates the premise for creating a good family sports atmosphere, thus imperceptibly changing parents' traditional views on sports. Secondly, promoting extra-curricular sports activities for teenagers through family sports is conducive to strengthening the scientific nature of parents urging their children to exercise. Scientific guidance for teenagers to carry out sports activities is an indispensable part of family physical education.

### 4.3 Pay attention to community sports construction, create a win-win trend

Community sports has many functional attributes, such as health care, physical and mental entertainment, social expansion and happiness enhancement.

In terms of extracurricular sports exercise, happiness can promote students to have the motivation to participate in extracurricular sports activities. For the school, it expands the choice range of students' sports activities and is conducive to attracting the investment of outside funds. From the perspective of community sports organizations, encouraged by the school and

driven by their own motivations, students have the possibility to participate in social sports organizations for exercise. At the same time, they also provide abundant potential customer flow for off-campus sports venues. Moreover, abundant venue facilities in the school can also serve the development of community sports activities and events. Achieve the effect of relieving the pressure of social domain resources.

#### **4.4 Vigorously develop family - based sports activities**

Relevant community workers can collect the exercise intention of family members by visiting, combining online and offline, etc., so as to ensure that community sports activities are carried out more accurately around the popular sports items and forms. Relevant community workers can collect the exercise intention of family members by visiting, combining online and offline, etc., so as to ensure that community sports activities are carried out more accurately around the popular sports items and forms. In the process of activities, a series of measures such as constantly enriching the reward mechanism of community sports activities and building the family sports honor system can be taken to attract more family members to participate, so as to build a good sports atmosphere in the family social circle, so as to ensure that students can still feel the diversified sports influence after leaving the campus sports atmosphere<sup>[6]</sup>.

### **5. Conclusion**

Based on the theory of overlapping spheres of influence, it is an important measure to promote the coordinated cultivation of students by family, school and society to urge students to take extracurricular sports activities based on the cooperation of family, society and school. It also has a positive effect on the development of each domain. When all domains cooperate in education, they should give full play to the education mechanism of family and society on the basis of upholding the core idea of giving priority to school, giving supplement to family and community, and highlighting students' dominant position. In this way, a complete and comprehensive extra-curricular activity system can be formed to give full play to the educational value of physical education.

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