



Construction of the Evaluation Index System for the Sustainable Development of Primary School Campus Football in Shaanxi Province, China

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Abstract

Background and Aim: This study expounds the theoretical framework for constructing the evaluation index system for the sustainable development of elementary school football in Shaanxi Province, including the final evaluation index system and evaluation methods. The main objective of this research was to develop the evaluation index system for football in elementary schools in China's Shaanxi province.

Materials and Methods: The populations of this research include educational experts, physical education experts, teachers or university teachers, experts in the direction of football, campus football managers, and football coaches. Consult 5 experts through questionnaires and then using the Delphi method, the expert questionnaires were distributed to 19 experts, and two rounds of questionnaires were distributed and collected to screen out the core indicators and then determine the index weight of the sustainable development evaluation system of primary school football in Shaanxi Province, finally use the fuzzy comprehensive evaluation method to evaluate the sustainable development ability of Xi'an primary school football.

Result: (1) Construct the sustainable development evaluation index system for primary school football in Shaanxi Province, including 4 first-level indicators, 13 second-level indicators, and 48 third-level indicators. (2) The first-level indicator, "organizational leadership and policy" is higher than the other three indicators, accounting for 31%. The second-level indicators, the weight of the four indicators of "implementation of national policies", "improvement of rules and regulations", "physical education hours", and "campus football culture" all exceed 10%, and there should be more support and supervision in the development process. Among the third-level indicators, the weight of the two indicators of "after-school training and competition rules and regulations" and "the number of football-themed campus cultural activities" exceeds 5%. The weight of the six indicators of "Rules and Regulations", "Number of Weeks", "Length of a Single Class", and "Extracurricular Activities" exceeds 3.5%.

Conclusion: The research findings were: (1) There are 65 indicators of first-level, second-level, and third-level sustainable development of primary school campus football in Shaanxi Province, China. (2) Determine the weight ratio of indicators at all levels. (3) Through empirical research, the level of sustainable development ability of campus football in primary schools in Xi'an is obtained.

Keywords: School Sports; Primary School Football; Sustainable Development of Campus Football; Schools with Special Characteristics of Campus Football

Introduction

Football has a long history and is the world's largest sport, loved by people all over the world. In China, the development of football has not only attracted the attention of ordinary people, but the successive leaders of the party and the Party Central Committee have also attached great importance to the development of football. President Xi Jinping has expressed his love and ardent expectations for football on many different occasions, proposing "China's World Cup qualifying, hosting the World Cup and winning the World Cup are my three wishes." In 2015, the central government issued the "Overall Plan for the Reform and Development of Chinese Football" (Guo Banfa,2015) to determine the strategic goals of football development based on the national level, to further enhance the high quality. Looking at the current situation of football development in our country, we know that although football has achieved certain results, the overall win is weak, especially in the context of the vigorous development of education, the physical fitness of students is worrying, which does not match the goal of China talent strategy revival. The "Overall Plan for the Reform and Development of Chinese Football" promulgated by the General Office of the State Council in 2019 emphasized that reforms should be made to promote the development of school football and that football should be used to educate people so that more students can love and enjoy football.

[201]

Citation



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However, due to the complexity of football and talent training, football talents are basically at a low rate of success. Therefore, if you want to develop school football, you can only truly improve the quality of football by drawing lessons from history, thinking about reality, and understanding the principles of foreign countries. The effectiveness and efficiency of the development of school football will embark on a scientific and sustainable road to realize the expectations of the country and the people.

Most of the research focuses on the current situation of school football development and the solution to the problems encountered in the development of school football; it is also the theoretical research on the management system and operation system of school football; and the value and impact of the development of school football to the society are analyzed from a specific micro perspective. There are certain limitations in the perspective and content of the above research. How to use a more systematic and comprehensive understanding of the development of school football and the factors that affect its development, especially the research on the effectiveness and efficiency of school football still needs to be further explored. The researchers are studying for a doctorate in sports. Starting from school football, they analyze various factors that affect the development of school football by analyzing literature, questionnaires, expert interviews, and case studies, and conduct in-depth investigations on various factors. An effective strategy that can promote the sustainable development of school football and further promote the sustainable development of school sports.

Objectives

The main objective of the study was to develop an evaluation index system for football in elementary schools in China's Shaanxi province.

Literature Review

Since the 1980s, the concept of sustainable development has gradually expanded from the perspective of environmental protection to all aspects of people and people, people and nature, and people and society (Shi Longyu, 2019). In 1987, the World Commission on Environment and Development (The World Commission on Environment and Development. 1987) headed by Mrs. Brundtland published the report "Our Common Future". This report officially used the concept of sustainable development and made a relatively systematic elaboration. In the report, sustainable development is defined as: "development that can meet the needs of the present without compromising the ability of future generations to meet their needs. Sustainable development can involve nature, environment, society, economy, technology, politics, etc. In many respects, when researchers stand from different angles, the definition of sustainable development is also different. When it comes to the sustainable development of school sports, it can be defined as making full use of and damaging the sustainability of school resources, In the people-oriented framework of school sports development, individual wishes are respected, to enhance students' physical fitness, improve physical and mental health, and establishing lifelong sports ideas, to meet the needs of the majority of students in fitness (Brundtland, 1987).

In October 2012, the development of school sports was not yet mature. The General Office of the State Council forwarded the Ministry of Education and other departments to further strengthen the work of school sports forward the following opinions: Schools and relevant departments should fully understand the importance of strengthening school sports, fully implement quality education, clarify the overall thinking and main goals of strengthening school sports, implement key tasks of strengthening school sports, Establish and improve the monitoring and evaluation mechanism of school sports, and strengthen the organization and leadership of school sports; the release of this document clarifies the development direction for school sports work (Barbara Means, 2010).

The issuance of three documents including the Measures for the Monitoring and Evaluation of Students' Physical Health. The document clearly stated: 1. All localities should incorporate the monitoring and evaluation of students' physical health into the education modernization index system, and organize physical health tests. Included in teacher workload. 2. All localities should include the





evaluation of school sports work as an important way to monitor educational development and assess school work in the education supervision and inspection plan, and establish a special supervision system for school sports work and a listing supervision system for school sports work in key areas. 3. All localities should take the annual report on school sports work as a basic work system to promote the healthy development of school sports. 4. All localities should use various channels to publish information such as the trend of changes in students' physical health and the progress of school sports work and make full use of information technology to establish and improve the Youth Sunshine Sports Publicity Platform to publicize work conditions, exchange reform experience, and accept public supervision. Fifth, all localities should strengthen the performance evaluation of school sports work, and be accurate to the individual for rewards and punishments (The Ministry of Education, 2020).

The "Measures for the Evaluation of Physical Education in Primary and Secondary Schools" stipulates the basic responsibilities of physical education in schools and the "pass line" for physical education in schools. According to the requirements of the method, the unqualified standards for the school's physical education work grade evaluation: First, students cannot guarantee one hour of campus sports time every day; Second, they do not have enough physical education and health courses according to national regulations; Third, students' physical health level has been three consecutive years. The fourth is that the standard test of students' physical fitness and health is not carried out as required and the data is reported truthfully; the fifth is that the evaluation is falsified.

Review of Influencing Factors and Countermeasures for School Physical Education Development

Yang Bo (2015) believes that the school's pursuit of higher education rates, students' addiction to online games, weakening of sports skills, unsound accident insurance mechanism, and lagging management of schools and education administrative departments have formed the current situation of school sports that "can't teach, can't learn", hinder the development of school sports. If you want to solve the bad situation of school sports, schools, and teachers need to strengthen the teaching of sports skills, mobilize students to actively participate in sports, implement the goal of mastering sports skills, promote the characteristic content of "one school with one product, one school with multiple products".

Shang Jiyu (2013) believes that eliminating the factors that affect the sustainable development of school sports is the key to accelerating the reform of the education system, including backward teaching concepts, vague teaching ideas, conservative teaching methods, complicated teaching content, low teacher quality, and insufficient attention from school leaders. , all kinds of disadvantages are hindering the sustainable development of school sports.

Li Taihang (2011) believes that the sustainable development of school sports in my country still has restrictive factors such as backward ideas, lack of investment in school sports, and low comprehensive quality of the teaching staff. It is imminent to eliminate the current influencing factors and formulate effective measures. In addition, the sustainable development of school sports has two obvious characteristics: sustainability and coordination of development. Sustainability refers to the continuous satisfaction of people's health needs, and coordination refers to the development of school sports and resources, in society. coordinated development. The development of solid school sports must be coordinated with the development of society and the needs of the future to ensure that school sports can achieve sustainable development.

Meng Fanhui and Liao Xianglong (2009) believe that the difficulties faced by the sports development of primary and secondary schools in the reclamation area are in descending order: the occupation of class hours > lack of equipment > and lack of venues. From this, we can see that it is still caused by long-term backward thinking and insufficient equipment and venues. Aiming at the current situation and deficiencies of school sports in the reclamation area of Heilongjiang Province, Meng Fanhui and Liao Xianglong put forward the concept of "five major strategies" for school sports, namely "strategy of revitalizing sports through science and education", "strategy of strengthening the body with talents", "strategy of resource optimization", "interaction between school sports and





community sports". The five basic strategies coordinate and support each other, and develop together to form a sustainable development strategy system for school sports in the reclamation area.

Review of the research on the campus football competition system

In 2015, the "Implementation Opinions of the Ministry of Education on Accelerating the Development of Youth Campus Football" promulgated by the Ministry of Education emphasized that schools in various places should widely carry out diversified football competitions to form "school-school participation, layer-by-layer selection, and national leagues". Form a stable and standardized competition system, standardize competition management, and build a youth campus football competition system including intra-school competitions, inter-school leagues, and regional selection. Establish a vertically connected, horizontally connected, standardized, and orderly four-level youth campus football league mechanism for colleges, high schools, junior high schools, and primary schools. More attention should be paid to the organic connection of campus football matches with professional leagues, regional-level matches, and youth-level matches.

The management of the league should be more inclined to democratic management and expand its free development space, which can stimulate the management enthusiasm of the participants and help the development of the league. It should also learn from the experience of the more successful campus sports leagues and improve the league organization and management system (Zeng, G., & Fan, C., 2021).

The league can be divided into age groups for competitions, and the leagues can be managed differently according to the division, which can improve the management efficiency of the campus sports league, and help avoid the situation of large age differences and disparities in strength, and protect younger teams. At the same time, according to the actual situation of the league, a variety of games will be carried out to make the game more enjoyable and attract more people to watch the game and interested students to participate in campus sports.

Research on the training model and concept of reserve talents in football-developed countries

There are three main modes of football talent training around the world: the training mode of youth training institutions, the training mode of schools, and the joint training mode of football schools and clubs.

The training model of youth training institutions mainly exists in European clubs, such as Germany, France, and Spain. The main task of youth training institutions is to discover and train excellent football reserve talents, which rely on the youth training academies of professional football clubs and independent youth training centers. Germany emphasizes the following aspects in the youth football talent training system: (1) Football cultural concept. (2) Football talent selection system. (3) Football talent training system. (4) Football competition system. (5) Football coach system.

In the concept of football culture, Germany takes "happy football" as the basic concept, "social football" as the learning concept, and "cooperative football" as the core concept. It is through these concepts that the German Football Association has created a healthy football atmosphere for young people, and at the same time promoted the development of youth football. In the football talent selection system, the German Football Association mainly uses competitions, emphasizing the inspection of youth football awareness and the application of skills and tactics in the competitions, and judges with a developmental perspective. Not only that, but the German Football Association also clearly stipulates the training methods, training objectives, and training content according to the physical and mental development characteristics of children of all ages and following the laws of their physical and mental development.

Research on the development of youth football competitive sports

Since most school football comes from the financial appropriation of the higher-level government, the amount of funds received by different regions and different schools is quite different. Among them, economically developed areas such as Shanghai, Beijing, Qingdao, and Chengdu have received relatively sufficient supporting facilities for school football. and funds, but in some economically backward and poor areas, it is difficult to obtain sufficient funds or even no funds. This



has brought more obstacles to the already difficult development of school football. At the same time, the funds of more than 40 million yuan are still a little bit reluctant to popularize school football in the whole province. According to this situation, although the State Sports General Administration will start in 2013, the annual subsidy for school football will reach 560 billion yuan, but it is still a drop in the bucket for the thousands of pilot colleges and universities in the province. A large amount of social capital investment is also an inevitable trend. Some scholars in academic circles have proposed specific solutions and solutions to this problem. For example, Chen Hua et al. (2016) pointed out that at present, the government's budget for school football continues to increase, but the fundamental problem has not yet been solved. Therefore, social Capital is introduced to solve the problem of school football development, but it must be realized scientifically during the introduction process. At the same time, it is necessary to strengthen the specific use of the introduced funds and make sure that the funds are earmarked for specific purposes, to promote the benefit and efficiency of school football.

To sum up, it can be seen that the reform and development of school physical education have been going on since the early days of the founding of the People's Republic of China. However, due to the traditional physical education concept of "examination-oriented education", the development of school physical education is full of difficulties. Although policy documents have been issued, school physical education has not been achieved. substantive change. However, the characteristics of the development path of school sports in the past ten years can be described as a five-level linkage. From the Central Committee of the Communist Party of China, the State Council, the Ministry of Education, the General Administration of Sports, etc.; the local education and sports authorities; the executive body of school management; the theoretical instructors and practitioners who are struggling on the front line. Every link embodies the country's will and determination to the cause of school sports, and every document issued is the concern and concern for the healthy growth of young people.

Conceptual Framework

The research title "Construction of the Evaluation Index System for the Sustainable Development of Primary School Campus Football in Shaanxi Province, China" was designed as follows

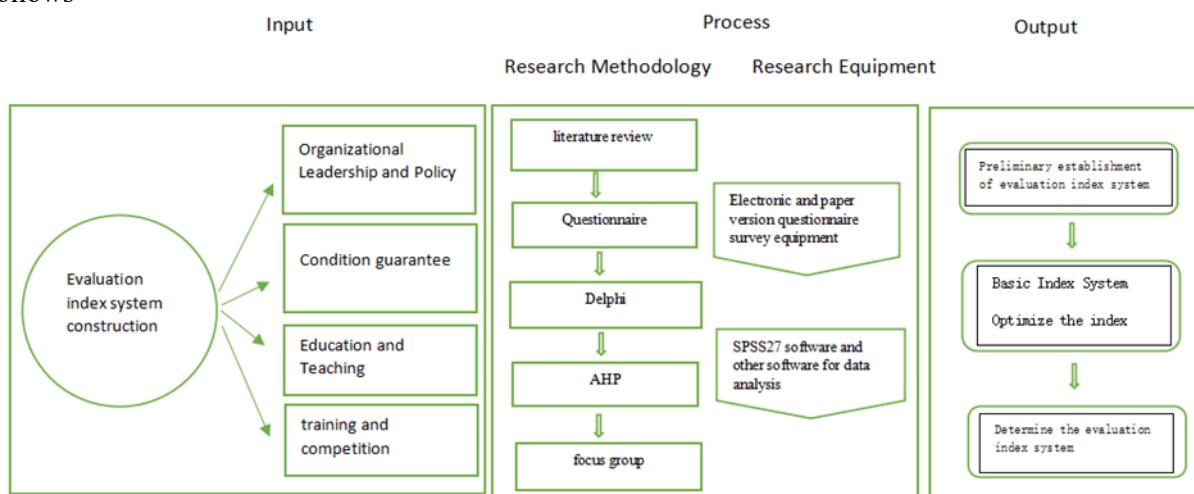


Figure 1 Conceptual Framework

Methodology

This study proposes to develop an evaluation index system for football in elementary schools in China's Shaanxi province and the population and sample of this study include 19 experts selected for the Delphi method. A purposeful sampling method was used to select experts in related fields including



educational experts, physical education experts, experts in the direction of football, campus football managers, and grass-roots football coaches. The research method is outlined as follows:

Step 1: Designing and constructing an interview questionnaire for the sustainable development evaluation index system of "Shanxi Provincial Elementary School Football" in China.

Step 2: Determine the evaluation index system for the sustainable development of elementary school football in Shaanxi Province

Step 3: Develop a Conceptual Framework

(1) Analyze the text data of the sustainable development of campus football, and initially construct the evaluation indicators for the sustainable development of primary school campus football.

(2) Use the Delphi method to screen the core content of the sustainable development evaluation index system of primary school football in Shaanxi Province.

(3) Use the AHP to determine the weight of each indicator.

(4) Using the fuzzy comprehensive evaluation method to evaluate the sustainable development ability of Xi'an primary school football.

Step 4: Building the Research Instrument

Step 5: Collect Data

Step 6: Analyze and Interpret the Data

Step 7: Summarize and write the final report

Results

The establishment of the campus football evaluation index system is of great significance for the school to evaluate the development of the campus football project and put forward suggestions for improvement. The prototype of the evaluation indicator system provided in this report provides a basic framework for schools, and the definition, weight, and evaluation methods of specific indicators can be further improved and adjusted according to the actual situation. Through the application of the evaluation index system, the school can fully understand the current situation and problems of the campus football project, and propose corresponding improvement measures to promote the sustainable development of the campus football project.

To sum up, the prototype of the evaluation index system for the sustainable development of elementary school football in Shaanxi Province was initially constructed. (As shown in table 1)

Table 1-Evaluation Index System for Sustainable Development of Primary School Football in Shaanxi Province

Level 1 indicators	Level 2 indicators	Level 3 indicators
An Organizational Leadership and Policy	Implement national policies	Important measures of the school Annual work plan Development goals and plans Campus Football Work Leading Group
	Perfect rules and regulations	Division of labor among members of the leading group Enrollment, teaching management rules, and regulations After-school training and competition rules and regulations Sports safety precautions and guarantees Teacher training rules and regulations



B Condition guarantee	Physical Education Teachers	The number of physical education teachers Number of football-specific teachers Number of football coaches holding certificates Training opportunities
	PE teacher treatment	Teacher workload Evaluation and salary evaluation Job evaluation and recruitment
	Site facilities construction	Site conditions Equipment and facilities Condition supplement mechanism
	Sports funding investment	The amount of supporting funds for local governments in proportion Special funds for sports work Number of insurances
C Education and Teaching	PE class	Number of years Number of weeks Length of a single class
	Soccer Curriculum Resources	School-based textbooks Teaching and training lesson plans Extracurricular activities
	School football culture	Number of football-themed campus cultural activities Establish a campus football information platform The number of display results
	football club	Start a school club or interest group Class representative team Grade team School representative team The ratio of male and female players
D Extracurricular Activities and Organizations	carry out training	Detailed training plan Weekly football training times The duration of football training in a single quarter Safety, medical, and other emergency plans



	The number of times of inviting professional coaches outside the school to provide technical guidance
organize competition	Football competition system Intramural football class league Participation in matches Contest Participation Number of events hosted
Reserve talent training	The number of excellent talents sent by the school football team Delivery channels

It can be seen from Table 1 that in the embryonic form of the evaluation index system for sustainable development of primary school football in Shaanxi Province, the comprehensive evaluation index system includes 4 first-level indicators, 13 second-level indicators, and 48 three-level indicators.

Weight assignment of evaluation indicators for sustainable development of elementary school football in Shaanxi Province

To make the weight credible, reliable, and objective, according to the judgment and comparison of the indicators by 19 experts, the Analytic Hierarchy Process (AHP) is used to assign values to the indicators. The general steps of the AHP method are: constructing a hierarchical structure model, constructing a judgment matrix, and calculating weights after passing the consistency check. (As shown in table 2)

Table 2 - The weight table of evaluation indicators for the sustainable development of elementary school football in Shaanxi Province

Level 1 indicators	Weights	Level 2 indicators	Weights	Level 3 indicators	Weights
A	0.3101	A1	0.1595	A11	0.0399
				A12	0.0219
				A13	0.0402
				A14	0.0286
				A15	0.0289
		A2	0.1505	A21	0.0370
				A22	0.0518
				A23	0.0322
				A24	0.0295
				B11	0.0056
B	0.1833	B1	0.0509	B12	0.0166
				B13	0.0202
				B14	0.0086



Level 1 indicators	Weights	Level 2 indicators	Weights	Level 3 indicators	Weights
C	0.2866	B2	0.0468	B21	0.0130
				B22	0.0180
				B23	0.0158
				B31	0.0246
		B3	0.0497	B32	0.0130
				B33	0.0121
				B41	0.0099
		B4	0.0321	B42	0.0172
				B43	0.0050
		C1	0.1059	C11	0.0279
				C12	0.0393
				C13	0.0387
				C21	0.0178
		C2	0.0810	C22	0.0278
				C23	0.0354
		C3	0.1031	C31	0.0505
				C32	0.0276
				C33	0.0250
D	0.2200	D1	0.0571	D11	0.0174
				D12	0.0075
				D13	0.0086
				D14	0.0155
		D2	0.0653	D15	0.0082
				D21	0.0168
				D22	0.0164
		D3	0.0647	D23	0.0103
				D24	0.0099
				D25	0.0119
				D31	0.0074
		D3	0.0647	D32	0.0096
				D33	0.0193

Level 1 indicators	Weights	Level 2 indicators	Weights	Level 3 indicators	Weights
				D34	0.0189
				D35	0.0094
D4	0.0328			D41	0.0157
				D42	0.0171

It can be seen from Table 2 that among the first-level indicators, "organizational leadership and policy" is higher than the other three indicators, accounting for 31% of the whole, and should be emphasized in the development process, followed by "education and teaching" > "Extracurricular Activities and Organizations" > "Condition Guarantees". Among the secondary indicators, the weight of the four indicators of "implementation of national policies", "improvement of rules and regulations", "physical education hours", and "campus football culture" all exceed 10%, and there should be more support and supervision in the development process. Among the three-level indicators, the weight of the two indicators of "after-school training and competition rules and regulations" and "the number of football-themed campus cultural activities" exceeds 5%. The weight of the six indicators of "Rules and Regulations", "Number of Weeks", "Length of a Single Class", and "Extracurricular Activities" exceeds 3.5%, which shows that more attention should be paid to the development trajectory of these indicators in its stable development. The overall ability of sustainable development of elementary school football in Shaanxi Province needs to be based on the established evaluation index system, focusing on the development of indicators with higher weights, and also taking into account the development capabilities of other indicators to form a long-term, stable and effective overall development.

To sum up, the sustainable development evaluation of campus football is a systematic evaluation method, which aims to comprehensively understand and evaluate the sustainable development of campus football programs in a specific area. Through scientific evaluation indicators and methods, effective support and guidance can be provided for the sustainable development of campus football, and the sustainable development of campus football in terms of education, sports, and social impact can be promoted (as shown in Figure 1).

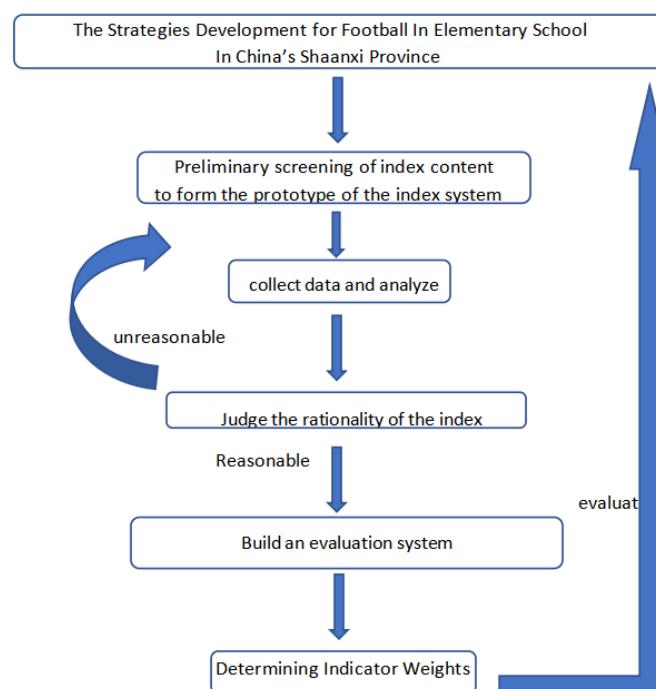




Figure 1 Construction evaluation index system process

Discussion

Under the guidance of predecessors' research ideas, the author takes Shaanxi, a representative province in Northwest China, as the research object. Only by promoting the development of campus football in backward areas can the country's overall football development level be promoted. Taking Shaanxi Province as an arrow, it will drive the development of overall campus football in Northwest China. This paper is relatively complete in terms of research context, and continuously refines and optimizes the index structure in the process of screening evaluation indicators to form an evaluation system with more comprehensive coverage. The scientific and operability of the evaluation index system are verified through empirical research on Xi'an, the provincial capital city with the better economy in Northwest China. I have a certain understanding of the sustainable development capabilities of primary school football in Xi'an, and provide scientific and feasible guidance for other provinces and cities in the Northwest, and even the economically backward areas of the country.

A comparative summary of previous studies in China: Zhang Qiu (2011) believed that by referring to the development model of school football in foreign football traditional powers and some football-developed areas in my country, combined with my country's specific national conditions, a campus football talent training system with Chinese characteristics has been constructed. We should take campus football as the basic entry point, take the scientific development concept as the theoretical guidance, and use the concept of comprehensive, coordinated, and sustainable development to cultivate our country's youth football talents. The initial establishment of the campus football work evaluation index system has laid a good foundation for further research on the comprehensive evaluation of campus football work, and the follow-up will include the determination of index weights, the determination of index evaluation standards, and the actual evaluation of schools in some areas. Wait for more in-depth research. The construction of a comprehensive evaluation system for campus football work provides a reference analysis and evaluation system for solving the development problems of campus football in my country (Zhou B, 2018).

Li WeiDong (2019) believes that looking at the current situation, although there are some problems in the development of campus football in my country, such as deviation from the "true meaning" of development, content, and form, lack of conditional guarantee, unbalanced regional development, and dislocation of participating subjects, campus football is leading the reform of school sports in my country. The strategic positioning of "Breakthrough" is enough to show that the country attaches great importance to campus football, and at the same time, campus football is also full of the ardent expectations of the Chinese people. Looking forward to the future, sports scholars and campus football practitioners must not only have the determination and confidence to dare to challenge but also have the ideas and paths to solve the problems in the face of the problems in the development of campus football, to promote the development of campus football in my country and even Chinese football. healthy growth.

You Jia (2022) believes that sports governance is an important part of my country's social governance. Under the guidance of the national governance concept of "creating a social governance pattern of joint construction, common governance and shared benefits", governments at all levels and relevant departments have developed competitive sports, mass sports, the sports industry, and youth and school sports governance have been actively explored. Among them, the integration of campus football and sports and education has become an important starting point for my country's youth sports governance. To achieve the dual goals of promoting the healthy growth of young people and reserving football reserve talents, a sound competition system is needed as support.

Recommendation

1. Application of research

[211]

Citation



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The author draws the following suggestions by constructing the sustainable development evaluation index system for primary school football in Shaanxi Province:

1.1 Innovate mechanism and improve management

The mechanism of innovation and system reform of campus football is the source of motivation and a fundamental guarantee for its healthy and sustainable development. Leaders need to strengthen theoretical study, fully understand the top-level design of Chinese football reform and development, and formulate policy documents that conform to the socialist development with Chinese characteristics. To select the principal as the first person responsible for the quality construction of characteristic schools, strengthen organizational leadership, form a leadership working group with the principal as the core, and formulate an overall work plan in line with its development based on the actual situation of its campus football characteristic school.

1.2 Strengthen security and increase investment

Strengthening security and increasing investment are the key factors to promote the sustainable development of primary school football. Provide professional training courses for elementary school football teachers and coaches to improve their teaching level and football guidance ability. At the same time, establish a support system, including guidance and consultation mechanisms, to help them better carry out campus football activities. Actively strive for the planning and construction of campus football venues to ensure the quality and availability of football venues. Invest in the construction of multi-functional football fields and equipment to meet the training and competition needs of students. Invest enough funds to purchase football equipment and equipment suitable for primary school football training and competitions to ensure that students can play football activities under safe and suitable conditions.

1.3 Change the way and enrich the form

By changing the method and enriching the form, the quality and effect of primary school football education and teaching can be improved, and a good foundation can be laid for the sustainable development of primary school football. Integrate the concept of football education into the school education system, emphasizing the cultivation of students' comprehensive qualities such as football skills, sportsmanship, cooperation awareness, and leadership. Combine football with other disciplines (such as sports, mathematics, science, etc.), carry out interdisciplinary football teaching activities, and promote the comprehensive application of knowledge and the interaction between disciplines. By guiding students to carry out independent learning and self-exploration, cultivating their active learning awareness and problem-solving ability, and improving the effect of football teaching and the depth of learning.

1.4 Integration of education and education, coordinated development

Combining classroom teaching and football training organically, by incorporating football elements into teaching, students' understanding and application of knowledge can be improved, and the coordinated development of subject learning and football skills can be promoted. Establish a close communication and cooperation mechanism between teachers and coaches to jointly formulate extracurricular football activity plans to ensure the organic connection and unified goals of classroom learning and football training. The school has established cooperative relations with local football clubs, community organizations, sports associations, etc. to jointly organize football activities, competitions, and training, and make full use of social resources to enrich the content of extracurricular football activities and provide a broader platform and opportunities. Encourage the active participation of students' families and support students' participation in football training, games, and activities. Through the synergy between home and school, it promotes the all-round development of students and the improvement of football skills. Teachers from all disciplines in the school jointly participate in the organization and guidance of extracurricular football activities and cultivate students' multiple intelligences and comprehensive qualities through interdisciplinary collaboration.

2. For further study

To better understand the sustainable development of campus football, qualitative research can be conducted, such as in-depth interviews with participants related to campus football, including





students, coaches, representatives of educational institutions, etc., to obtain their views and experiences. This approach can help researchers more fully understand the impact and effects of school football in practice, as well as evaluate the practicality and feasibility of the proposed strategies.

To sum up, the research in this paper still has certain reference values. Through in-depth research and evaluation of the sustainable development of "primary school football" in Shaanxi Province, it can provide reference and reference for the development of school football in this area. At the same time, the evaluation index system constructed in this paper can provide a basic framework for other regions or researchers to evaluate and promote the sustainable development of campus football. To further improve the research, in the future, it may be considered to expand the scope of the research to cover campus football in more regions to obtain more comprehensive data and information. In addition, more accurate data collection methods can be used to improve the accuracy of evaluation index data, to more accurately evaluate the level of sustainable development of "primary school football" in Shaanxi Province, China, and other regions. Despite some difficulties and challenges, by combining theoretical research and empirical research methods, and with the support of qualitative research, the restrictive problems in the research can be solved to a certain extent, making the research on the sustainable development of campus football more practical and effective credibility.

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