



## Construction of Strategic Management Model to Develop Physical Education of Rural Schools in Guangdong Province

Zhao Ying<sup>1</sup> and Chanchai Siriphan<sup>2</sup>

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

<sup>1</sup>E-mail: [1301640505@qq.com](mailto:1301640505@qq.com), ORCID ID: <https://orcid.org/0009-0009-1996-6992>

<sup>2</sup>E-mail: [siriphan.cs@gmail.com](mailto:siriphan.cs@gmail.com), ORCID ID: <https://orcid.org/0009-0000-9981-655X>

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### Abstract

**Background and Aim:** The physical fitness of students is declining, and the reserve talents of sports are insufficient. Strengthening the strategic management of school physical education, building a strong sports and education country, addressing practical difficulties, and enhancing the healthy development of students' physical fitness.

**Materials and Methods:** According to Taro Yamane's calculation, the sample size of the student questionnaire was 390 out of 20,000 primary and middle school students. The teacher questionnaire was 100 out of 700 professional teachers, among whom 60 were administrative personnel. Firstly, by consulting relevant literature and materials, a preliminary questionnaire survey is formed, and the final questionnaire survey is formed through expert evaluation and summary. Secondly, based on the survey results of teachers and students, analyze the current situation of the strategic management model for the development of physical education in rural schools in Guangdong Province. Based on the POLC concept, propose suggestions for the strategic management model of sports development in rural schools in Guangdong Province.

**Results:** The three dimensions affecting the development of physical education in rural schools in Guangdong Province are: the way of physical education curriculum implementation, the school physical education environment, and the organization and implementation of curriculum teaching. Among them, the way of physical education curriculum implementation has the greatest impact, followed by the school physical education environment, and the influence of curriculum teaching organization and implementation is the least.

**Conclusions:** The study found that there are some problems to be solved in the sport management model of rural schools in Guangdong Province. The construction of the strategic management model of rural school sports in Guangdong Province should be taken important consideration. Firstly, establish advanced sports teaching concepts, attach importance to physical education from the source, and improve the initiative and enthusiasm of students to actively participate in sports activities. Secondly, the diversity of the curriculum system is suitable for students at different levels, achieving individualized teaching. Thirdly, Strengthening the construction of physical education teachers and improving the conditions of physical education teaching facilities can help improve the quality of teaching. Fourthly, actively developing course resources and enriching the content of students' physical education courses.

**Keywords:** Rural School Physical Education; School Physical Education; Strategic Management Model

### Introduction

#### The need for comprehensive physical education in schools

Many policies reflect the necessity and urgency of strengthening sports work in schools. As a special field of school sports in our country, with the development of society and the reform of education, a series of social problems still exist, such as the dual difference between rural and urban areas. As an important link in the field of school education and a shortcoming in the field of education, the development of sports in rural schools plays a vital role in the balance of the whole field of education





and social ecology in our country. Therefore, combining the development of rural school sports and exploring the opportunities and challenges of its development will be of great significance in promoting the comprehensive reform of school sports and strengthening the governance of rural school sports.

### **The need to build sports and education powers**

The current social development in China is in a period of rapid transformation, and the development of physical education is facing unprecedented challenges. There are problems such as unclear positioning and declining training quality. Most schools pay attention to the training plans and curriculum settings of subject construction but rarely consider the development of school physical education from a strategic management perspective. How to innovate and practice from aspects such as training objectives, training models, and process management to cultivate composite talents suitable for China's economic and social development. The country should make a national overall plan based on external factors such as structure, layout, quality, and efficiency. It should be positioned reasonably and cultivate sports teachers with its own characteristics based on its own facilities, teaching staff, and regional characteristics. Internally, it should improve the training plan, curriculum, and educational conditions to build a strong sports and education country with clear goals, concepts, and basis.

### **The need to strengthen students' physical fitness development**

By the end of 2020, there were 34 administrative units at the provincial level, 333 administrative units at the district level, 2,844 administrative units at the county level, and 38,741 administrative units at the township level. However, according to the relevant research and studies, over the years, several studies have shown that the health of our students has been declining, causing widespread concern throughout society. Therefore, schools must address the factors affecting physical health in the face of adversity. From the perspective of strategic management, the relationship between students and school physical education reform is that strategy contributes to sports culture, promotes cultural orientation and alignment with strategic goals, and harmonizes students' sports values and behavioral norms with school physical education teaching strategic goals. The setting of school strategies should play the role of a baton, stimulate students to actively participate in sports activities, and enhance their interest in sports learning, developing students' habit of lifelong physical exercise through sports programs requires significant efforts from relevant departments and physical education educators.

In addition, there are major problems in rural education such as the adjustment of the layout of rural schools, the improvement of the quality of small rural schools, the construction of rural teachers, and the development of children left behind in rural areas (Li, 022). The key to revitalizing China requires that rural areas be revitalized and that rural education be done well. If rural education is done effectively, there will be hope and hope for the future development of rural China (Wang & Yin. 2022). Rural cultural construction is the vitality of rural revitalization, Liang Shuming believes that China's rural problems are mainly cultural imbalance (Liang, 2018). Rural education is duty-bound to shoulder the cultural responsibility of serving the rural revitalization strategy.

### **Objectives**

To construct the strategic management model to develop physical education in Rural Schools in Guangdong Province.



## Literature Review

Xie et al. (1999) extracted the Confucian thought of "harmony education" to promote students' comprehensive and harmonious development through music teaching and learning. And put forward the construction of rural schools' "harmony education" teaching mode and put forward the rural schools' "harmony education" teaching mode experiment and promotion of two stages. Mo (2005) and Teng (2007) have investigated and studied physical education in rural schools in Guangxi province, and it is generally believed that the current situation of physical education in rural schools is not optimistic. The main problems are insufficient hardware facilities, lack of teachers, and teaching materials outline do not conform to the current situation of rural development. Sun et al. (2008) will be more detailed investigation content, based on the position of teachers, collecting the physical education teacher sample of Sichuan rural, physical education curriculum implementation; Teaching plan implementation; Teachers' teaching plan writing, and inspection; The use of physical education textbooks; Teaching situation of basic knowledge of physical education and health care; The implementation of students' physical health test; As well as students physical education performance assessment and evaluation of eight aspects of empirical investigation. Zhang (2012) mentioned the problem of class size in rural schools when she investigated the physical education teaching situation in some rural schools in Henan province, as Henan province is a major province of labor export, the lack of students caused by parents bringing students to the city to study and the large or small class size caused by a series of problems such as left-behind children will have a certain impact on the implementation of physical education. Human outflow is a widespread problem in rural areas, especially in remote areas, and the resulting problems need to be addressed by relevant departments. To strengthen the strategic management of school physical education, to build a strong sports and education country, to address practical difficulties, and to enhance the healthy development of students' physical fitness.

## Conceptual Framework

In the research title "Strategic Management to Develop Physical Education of Rural Schools in Guangdong Province" we design the conceptual framework as follows:

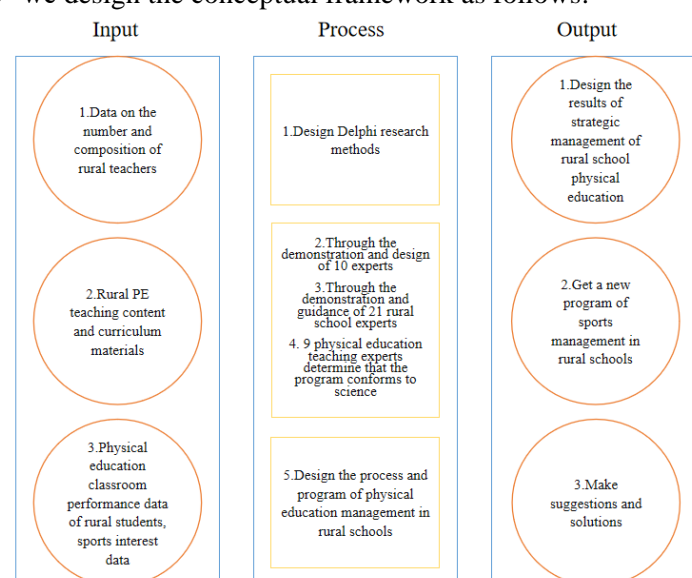


Figure 1: Conceptual framework of the research



## Methodology

**Type of research:** Qualitative research

**Population and sample size:** Selected 30 rural primary and secondary schools in Guangdong Province as the survey subjects. Among them, there are 700 professional teachers, 100 administrative personnel, and 20000 primary and secondary school students.

**Identification experts:** Through a comprehensive study of 10 primary and secondary school physical education professors, the sample range and object selection were determined.

**Expert questionnaire research method:** The Delphi method is also called the expert consultation method. This study mainly selects experts with certain authority who are engaged in front-line education, adopt the Delphi method for consultation, and modify the indicator description by collecting expert opinions. After two rounds of expert consultation, the opinions tended to be consistent, and the indicator system for the development of physical education in rural schools in Guangdong Province was ultimately determined to ensure the effectiveness of the indicator system construction.

1. Expert questionnaire form: This study uses online questionnaires such as QuestionStar and WeChat to collect expert opinions on the factors that affect the development of rural school sports.

2. Expert selection principles: (1) Representative sports research achievements and rich subject theories and teaching practices; (2) At least 10 years of long-term experience in rural primary and secondary education; (3) Intermediate or above professional title

3. Expert questionnaire process,

for the first time, 10 experts including professors of Guangzhou Sport University and sports researchers of primary and secondary schools were interviewed on the scope and type of rural school sports test.

The second questionnaire survey was conducted on the strategic indicators affecting the development and management of physical education in rural schools in Guangdong, including 21 senior experts in school physical education research, and interviews were conducted. (

For the third time, the feasibility was explored through the argumentation of 9 sports professors and experts.

4. Questionnaire content: The content of the expert survey questionnaire includes: (1) Basic information of experts. (2) Introduction to the questionnaire: background, purpose, significance, etc. (3) Expert self-assessment: including familiarity with the consulting content and the basis for judgment. (4) Scoring judgment: Scoring description, importance of indicators, modification suggestions, and suggestions.

5. The Likert five-level scoring method is used to assign the importance of indicators into five levels: very important (5 points), important (4 points), average (3 points), less important (2 points), and unimportant (1 point).

6. Selection of test specimens, 390 students and 120 PE teachers from rural schools in Huizhou and Meizhou were selected as samples

7. Sampling techniques, to ensure that the sampling error of the sample is within a 95% confidence level, it is reasonable to use the Taro Yamane technique to determine the sample size of over 390 people.

**Research instrument:** The main research tool of this study is a set of Delphi questionnaires with comprehensive evaluation and expert interview methods. In-depth interviews. And Delphi Consensus Questionnaire.





**Data Collection:** (1) 390 people were surveyed by questionnaires and 120 PE teachers from rural schools. (2) Consult 10 experts through face-to-face interviews, telephone interviews, and email interviews to test the reliability and validity of the Questionnaire on the Current Situation and Prominent Problems of Physical Education in Rural Schools in Guangdong. (3) The Delphi method was adopted to issue questionnaires to 21 experts to screen out the core indicators of the harm reduction plan. (4) 9 experts determine the research protocol.

**Data Analysis:** This paper will use Excel statistical survey data, according to the research needs of the corresponding mathematical analysis.

## Results

This study used the Focus group method to build a strategic management model for the development of rural school sports in Guangdong Province. Nine experts were selected from the Delphi method expert database to form a Focus group to discuss the rationality of the new model.

After empirical research and analysis, the group members unanimously believe that the strategic management model of physical education in rural schools in Guangdong Province meets the requirements of education development in Guangdong Province. At the same time, it also meets the actual needs of rural school management in Guangdong Province, reflecting the forward-looking perspective on the national and rural school situation in China and Guangdong Province, optimizing and promoting the strategic management of sports in rural schools in Guangdong Province.

This research takes the strategic model of rural school sports development in Guangdong Province as the research object. This model uses the POLC theory, through consulting relevant literature, combined with the actual situation of rural school Sport management in Guangdong Province, to understand the school Sport management model. The main factors are identified through the Delphi method method. The Focus group was used to analyze the rationality and feasibility of the strategic management model of physical education teaching in rural schools in Guangdong Province. Experts unanimously believe that this model is reasonable, feasible, and has promotional value.





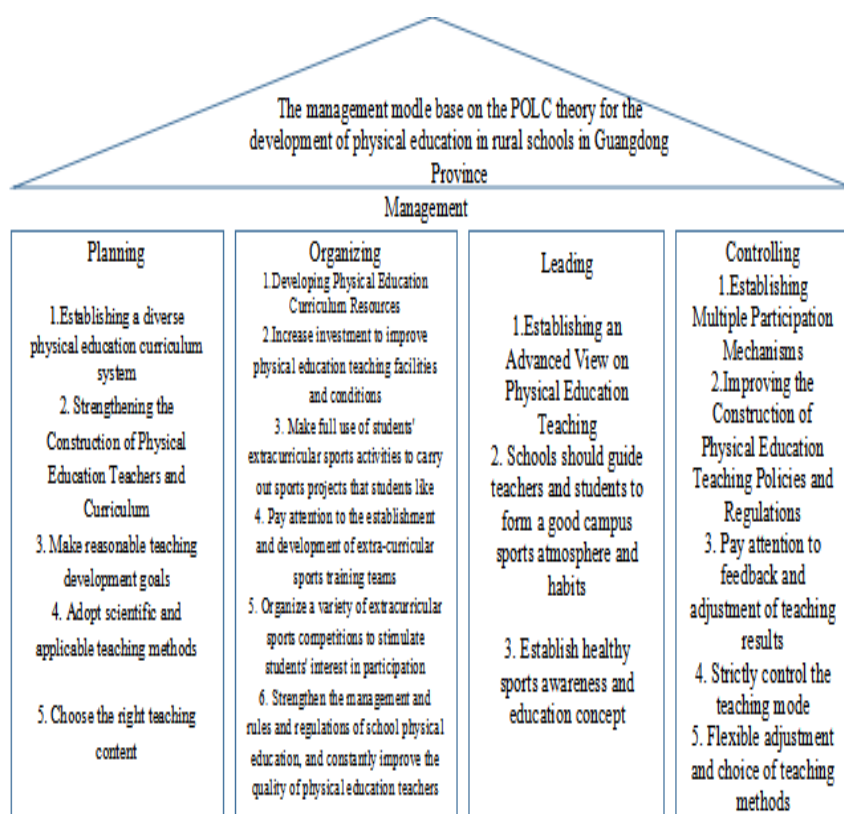


Figure 2: The new management mode of physical education development in rural schools in Guangdong Province

## Conclusion

### 1. Current Situation of Sports Development in Rural Schools in Guangdong Province

The basic picture of the current development of rural school sports in Guangdong Province can be described through the survey results of students' satisfaction with rural school sports:

In terms of equipment and facilities, first of all, the number of equipment and equipment is difficult to meet the needs of students, and there is still a large gap between the per capita area of Sports venues and facilities and urban schools. At the same time, the standardization level of equipment is relatively low, the quality is worrying, and the types of equipment are relatively single.

In terms of teaching quality, rural school physical education teachers have clear teaching objectives in the teaching process, and the teaching process and ideas are relatively smooth. At the same time, they pay more attention to teacher-student interaction. However, the teaching method is single, which makes it difficult to arouse students' interest in learning, leading to students' participation in sports activities becoming a "task completion" style activity, and also deviating from the development goal of cultivating students to develop lifelong physical education.

In terms of students' interest in participating in sports, whether it is participating in school-organized activities or their own after-school sports activities, as well as participating in sports courses and competitions, they are at a moderate level and do not meet students' sports needs. This indicates that rural school sports have great room for improvement in both the diversity of activity organizations and the richness of sports projects.



In terms of extracurricular activities, students' satisfaction with the organization of extracurricular activities in rural school sports is also at a moderate level, so further improvement is needed in the form of extracurricular activities.

## **2. Factors Influencing the Development of Physical Education in Rural Schools in Guangdong Province**

Through methods such as literature review and expert inquiries, as well as based on research needs, three dimensions that affect the development of physical education in rural schools in Guangdong Province were ultimately determined, namely: the implementation approach of physical education curriculum, the school physical education environment, and the organization and implementation of curriculum teaching. To further explore the impact of each dimension on the development of rural school physical education in Guangdong Province, the above three dimensions were divided into measurable indicators based on previous research. The specific research conclusions are as follows:

In terms of the implementation methods of physical education courses, physical education teaching and extracurricular physical activities are still the main battlefield for the development of school physical education. The main time for students to participate in physical education activities during their school years is the physical education classroom and extracurricular physical activity time. Grasping these two key time points has a positive impact on improving the teaching effectiveness of physical education courses. In addition, the reason why extracurricular sports training and competitions are considered to have a relatively small impact is that nonprofessional sports schools do not attach great importance to sports training and competitions due to the influence of students' different development directions, school sports facilities, and teachers. However, it cannot be denied that according to the different physiological and psychological development stages of students, conducting certain extracurricular sports training and competitions in schools can also have a positive impact on improving student's physical fitness and their interest in participating in sports activities. Overall, rural school physical education has carried out relevant sports training or competitions, but the implementation of physical education courses is limited, the awareness rate is low, and the publicity efforts are insufficient.

In terms of the school physical education environment, compared to teaching in other disciplines, physical education teaching must rely on certain venue facilities. Therefore, the development of school physical education is limited by the conditions of venue facilities, especially for rural areas with relatively backward economic development. The development of school physical education is more affected by the hardware facilities of schools. Therefore, to improve the development level of rural school physical education, The key is to improve the Sports venue facilities in rural schools. In addition, psychological factors are also considered to affect the development of school physical education. Whether a school attaches importance to physical education in the ideological field will directly affect the strategy and direction of school physical education development. Therefore, increasing the importance of school physical education is also an important factor in promoting the development of rural school physical education. Regarding the impact of social factors on the development of school physical education, respondents generally believe that social factors have a relatively small impact on the development of school physical education. Through field research and questionnaire survey, it can be seen that rural schools in Guangdong Province have not reached the relevant standards in terms of the area of Sports venues and the amount of sports equipment.





In terms of curriculum teaching organization and implementation, the physical education classroom is the main battlefield for students to receive physical education. The organizational form of the classroom directly affects students' interest in learning and the effectiveness of classroom physical education teaching. Reasonable selection of physical education classroom organizational forms has positive significance in improving teaching effectiveness. Through further investigation, it can be found that friendly grouping is more conducive to teachers' teaching and students' learning. The impact of sports load arrangement and mobilization in physical education classes is smaller than that of classroom organization form. This requires teachers to have the ability to innovate classroom organizational forms and develop related sports projects, to stimulate students' interest in learning and enrich course resources. However, the survey results show that there are currently problems with monotonous curriculum resources and insufficient awareness of the development, utilization, and innovation of sports projects in rural schools in Guangdong Province.

### 3. Survey of Rural School Students in Guangdong Province

Through a survey of students in rural schools in Guangdong Province, it was found that in recent years, with the strong support of national policies and the joint efforts of society and schools, the development of physical education in rural schools in China has made significant progress. Both the "software" conditions such as teaching staff and the "hardware" conditions such as equipment have shown a positive situation of the increasing year by year. However, during the investigation, it was still found that there are several development constraints: (1) rural schools have already carried out relevant sports training or competitions, but the implementation path of sports courses is single, the awareness rate is low, and the publicity efforts are insufficient; (2) Rural schools in Guangdong Province failed to meet the relevant standards in terms of the area of Sports venue and the number of sports equipment; (3) The curriculum resources are monotonous, and the development, utilization, and innovation awareness of sports projects are insufficient; (4) The professionalization level of teachers needs to be improved; (4) Insufficient development of physical education curriculum resources.

### Discussion

By investigating the current situation of physical education teaching strategy management in rural schools in Guangdong Province, analyzing the existing problems, and summarizing the influencing factors. Under the guidance of POLC theory, this study proposes strategies for building a strategic model of physical education teaching management in rural schools in Guangdong Province. These strategies can effectively improve the management level of physical education teaching in rural learning in Guangdong Province and focus on solving the problems in physical education teaching. Theory discovery results.

#### Planning:

1. Establishing a diverse physical education curriculum system;
2. Strengthening the Construction of Physical Education Teachers and Curriculum;
3. Make reasonable teaching development goals;
4. Adopt scientific and applicable teaching methods;
5. Choose the right teaching content.

#### Organizing.

1. Developing Physical Education Curriculum Resources;
2. Increase investment to improve physical education teaching facilities and conditions;





3. Make full use of students' extracurricular sports activities to carry out sports projects that students like;
4. Pay attention to the establishment and development of extra-curricular sports training teams;
5. Organize a variety of extracurricular sports competitions to stimulate students' interest in participation;
6. Strengthen the management and rules and regulations of school physical education, and constantly improve the quality of physical education teachers.

Leading;

1. Establishing an Advanced View on Physical Education Teaching;
2. Schools should guide teachers and students to form a good campus sports atmosphere and habits;
3. Establish healthy sports awareness and education concepts.

Controlling:

1. Establishing Multiple Participation Mechanisms;
2. Improving the Construction of Physical Education Teaching Policies and Regulations;
3. Pay attention to feedback and adjustment of teaching results;
4. Strictly control the teaching mode;
5. Flexible adjustment and choice of teaching methods.

The results of this study are consistent with those of Professor Liang Shengmei (Liang, 2018). In the POLC model, school physical education, curriculum organization, and other factors have a positive incentive effect on the development of rural school physical education. In the organizational aspect of the POLC theoretical model, it is beneficial for the development of school physical education to pay more attention to the use and organization of recess exercises.

## Recommendations

By investigating the current situation of physical education teaching strategy management in rural schools in Guangdong Province, analyzing the existing problems, and summarizing the influencing factors. Under the guidance of POLC theory, this study proposes strategies for building a strategic model of physical education teaching management in rural schools in Guangdong Province. These strategies can effectively improve the management level of physical education teaching in rural learning in Guangdong Province and focus on solving the problems in physical education teaching.

### 1. Establishing an Advanced View on Physical Education Teaching

Timely change concepts, establish new views on physical education teaching, attach importance to students' dominant position in physical education teaching, and enhance students' enthusiasm and initiative in mastering new knowledge and skills. The student-centered view of physical education teaching requires that physical education teaching should be linked to students' development, not only to see the benefits of physical education during their school years, but also to consider the lifelong benefits of students entering society, promote the formation and improvement of students' professional qualities, enable them to better adapt to the needs of social development, and thus establish themselves in society and unleash their value.

### 2. Establishing a diverse physical education curriculum system



Physical education is the foundation of physical education teaching. When setting up diverse physical education courses, it is required to meet the training objectives, teaching objectives, and students' development needs of physical education. Therefore, in the reform of physical education teaching, in addition to inheriting the advantages of traditional teaching, it is also necessary to actively introduce advanced teaching content, extend it to expand existing teaching content, select teaching content based on teaching objectives, make targeted choices, reasonably combine and deeply optimize it. The reform measure of setting up diverse courses fully implements the principle of individualized teaching, meets the individual development needs of students, and can promote the multi-type, multi-specification, and multi-level development of physical education.

Schools use various media at all levels to widely promote the significance of carrying out sunshine sports activities; Convene a meeting for all teachers and students to showcase the significance of sunshine sports and unify ideological understanding; The display window, display board, blackboard newspaper, hand copied newspaper, photo exhibition, etc. are used to show the charm of sports activities carried out by students in each class, so that teachers and students can truly feel the charm of sports. The school also makes parents and all sectors of society know the situation of sports activities carried out by the school through Parent-teacher conferences, teacher interviews, etc., and creates a good atmosphere for everyone to support sports activities.

### **3. Strengthening the Construction of Physical Education Teachers and Curriculum**

Strengthening the construction of physical education teachers and improving the quality and quantity of physical education teachers is conducive to establishing a correct view of physical education curriculum resources. Firstly, it is necessary to improve the proportion of school physical education teachers in terms of gender, age, etc; Secondly, it is necessary to update the knowledge and skills of physical education teachers through continuing education and improve their specialized level and teaching practice level.

Moreover, physical education teachers should clarify the teaching objectives, organically combine theory and practice in the teaching of physical education courses with strong Motor skills, strengthen the application of heuristic teaching mode, implement the principles and requirements of teaching students by their aptitude, promote the development of students' initiative and initiative, and cultivate students' innovative consciousness and thinking.

Finally, physical education teachers should actively utilize modern information technology to create courseware on sports techniques, key and difficult technical points, and common erroneous movements, and work with students to analyze, discover, and solve problems, thereby improving students' ability to analyze and solve problems. At the same time, teachers should also demonstrate movements correctly, organize simulation exercises reasonably, and further deepen the technical essentials, so that students can have a deeper understanding of sports technology, stimulate their potential and initiative, and promote the optimization of teaching effectiveness.

### **4. Developing Physical Education Curriculum Resources**

Physical education courses are the foundation of teaching. Through physical education teaching, students can master the basic knowledge and skills of physical education, exercise their bodies, and enhance their physical fitness. Through extracurricular sports activities, optimize and improve the structure of sports knowledge, promote the improvement of skill levels, and cultivate good exercise habits. To achieve the goals of the physical education curriculum, classroom teaching activities should be organically combined with extracurricular and extracurricular physical activities, and extracurricular





physical activities in schools should be closely linked to society. Purposive, planned, and organized extracurricular physical exercise, extracurricular activities, and sports training are integrated into the physical education curriculum system, forming an organic curriculum structure that combines both inside and outside of class and inside and outside of school. The two promote each other and are inseparable. Encourage sports clubs and interest groups to organize extracurricular sports activities, and schools should provide support and encouragement from financial, human, and other aspects. Actively mobilize all efforts of the school, and strengthen the organization, guidance, and management of extracurricular sports activities. Strictly organize extracurricular sports activities for students by institutional requirements, clarify the norms and requirements for extracurricular sports activities, and provide guidance. Carry out colorful campus sports competitions, encourage students to actively participate, cultivate their awareness of competition and cooperation through organizing competitions, and enrich their extracurricular life.

### **5. Establishing Multiple Participation Mechanisms**

In the process of building school sports culture, with sports courses as the core, we should improve the corresponding cultural system, strengthen the construction of campus sports culture, connect the construction of campus sports culture with extracurricular sports culture, establish various sports activity systems, organize various sports clubs, strengthen sports propaganda activities, and create a good atmosphere for physical exercise on campus, promoting students to actively participate in various sports activities. In addition, the scientific nature of physical fitness testing should be further strengthened to truly promote students' participation in physical exercise.

### **6. Increase investment to improve physical education teaching facilities and conditions**

The basic condition for the development of physical education teaching is the necessary investment of sports funds. Only when the funding conditions are met can we proceed with the construction of venues? The development of physical education teaching and training needs adequate Sports venue equipment. Firstly, scientifically arrange and utilize existing venues and facilities, improve resource utilization, provide students with good activity venues as much as possible, open up more free spaces, fully utilize campus space to install and set up abundant small sports facilities, create a good sports environment, and avoid students giving up physical exercise due to insufficient venues. Secondly, relevant departments should increase investment in sports funds, increase the construction of sports venues and the purchase of equipment and hardware, and establish and implement a system for the maintenance and upkeep of venues and facilities. The shortage of sports funds has a direct impact on the functioning of sports teaching. Therefore, university leaders should strengthen the management of sports financial resources, allocate funds for specific purposes, strive to obtain more financial support from higher authorities, introduce social funding, strengthen cooperation with social venues and venues, creatively develop and utilize the surrounding environment and equipment, and use this resource to carry out sports courses with rich forms and content.

### **7. Improving the Construction of Physical Education Teaching Policies and Regulations**

The effective implementation of physical education teaching activities cannot be separated from the institutional guarantee of physical education teaching policies and regulations. Improving the construction of physical education teaching policies and regulations, formulating policies and regulations that are in line with the actual situation of school physical education work, and strengthening supervision and inspection of school physical education work, are conducive to standardizing physical





education teaching, forming a modern teaching model of "having laws to follow and teaching according to law", and thus facilitating the optimal allocation of school physical education curriculum resources.

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