

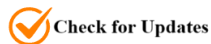
# Rural Kindergarten Sports Resource Supply Dilemmas and Solutions Under Rural Revitalization

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Academic Editor: Akan Bayrakdar

Received: 20.04.2025

Accepted: 17.06.2025

Published: 30.06.2025

**Citation:** Li, G., & Zhang, G. (2025). Rural Kindergarten Sports Resource Supply Dilemmas and Solutions Under Rural Revitalization. *Journal of Sport for All and Recreation*, 7(2), 177-186.  
<https://doi.org/10.56639/jsar.1680472>

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**Abstract:** Under China's rural revitalization strategy, the equitable allocation of physical education Sports resources in rural kindergartens faces structural barriers that hinder children's holistic development and exacerbate educational inequality. This qualitative study combined literature review and field research. Using purposive sampling, 12 rural public kindergartens in Chongqing, Sichuan, and Guizhou were selected. Data were collected through semi-structured interviews, observations, and policy analysis involving 33 participants, including principals, teachers, administrators, and parents. Three key issues emerged: (1) Urban-rural and regional disparities lead to inadequate venues, outdated equipment, and fragmented policies; (2) Shortages of qualified PE teachers and training limit motor skill development; (3) Financial constraints, poor interdepartmental coordination, and hardware-focused evaluations weaken institutional support. Solutions include: (1) Establishing tiered financial mechanisms, dynamic monitoring, and cross-regional sharing; (2) Building a county-township-village teacher training system and digital support tools; (3) Fostering community-enterprise partnerships and localized educational ecosystems. A collaborative, culturally integrated framework is essential to ensure sustainability, equity, and high-quality rural preschool education.

**Keywords:** Rural revitalization; rural kindergartens; sports resources; supply dilemmas; solutions.

## 1. Introduction

In the context of the comprehensive implementation of the rural revitalization strategy, rural preschool education, as an integral part of the rural public service system, has gradually become a key area for enhancing rural human capital and promoting educational equity. Among these efforts, the allocation and application of sports resources in rural kindergartens has increasingly attracted the attention of policymakers and educational researchers. Physical activities are not only a fundamental guarantee for children's physical growth but also serve as vital carriers for their cognitive development, emotional expression, and social adaptability. They play an irreplaceable role in promoting children's overall development. Particularly in rural areas of China, due to unique family structures such as "left-behind children" and "grandparent-headed households," sports education assumes a special function in compensating for deficiencies in parent-child relationships and alleviating children's psychological loneliness (Zhang, 2022).

However, despite the continuous introduction of national policies aimed at optimizing the allocation of educational resources in rural preschool settings—such as the "14th Five-Year Plan for Preschool Education Development", which explicitly calls for "optimizing resource allocation and supporting the development of rural kindergartens" (Lin et al., 2025)—the allocation of sports resources in rural preschool education still faces structural shortages, regional imbalances, and low integration efficiency during implementation (Zhang, 2020). At present, many rural kindergartens suffer from limited space, inadequate equipment, and a shortage of qualified teachers, making it difficult to

systematically carry out physical activities, which in turn severely hinders the physical and mental development of rural children (Zhang & Gao, 2025). Moreover, influenced by traditional educational values that prioritize academics over physical education, sports education is often marginalized and has yet to establish an integrated curriculum framework that aligns with other developmental domains (Wang et al., 2023). The persistence of these issues further widens the quality gap between urban and rural education, undermining efforts toward educational equity and social justice.

In existing domestic and international research, although studies on rural education, preschool education, and child development are abundant, systematic investigations focusing specifically on the allocation of sports resources in rural kindergartens remain scarce. Particularly in areas such as the integration of resource allocation with local culture, educational equity, and the construction of social identity, current literature lacks in-depth discussion and theoretical development (Li & Xu, 2024; Shang, 2023; Yang, 2024). The absence of research in this area results in a lack of theoretical support and practical guidance for the implementation of policies and practices in rural preschool sports education, impeding the achievement of connotative development in rural education.

If this research gap can be effectively addressed and sports resources in rural kindergartens can be scientifically allocated, it will not only improve rural children's physical fitness and mental health but also enhance their social adaptability and cultural identity. This, in turn, can contribute to narrowing the urban-rural education gap and promoting the sustainable revitalization of rural societies (Hu, 2024; Ma, 2023; Zhang, 2022). Furthermore, as highly collective social practices, physical activities play a positive role in stimulating intra-community interactions, fostering collaboration between families and kindergartens, and advancing rural governance (Xiao, 2003). By incorporating local games, traditional sports, and folk stories into physical education curricula, sports can serve as a vital bridge between rural culture and modern education, helping children develop a stronger sense of cultural belonging and identity (Shang, 2023; Zhang et al., 2025). The causes of the current problems are multifaceted. First, there is a pronounced regional disparity in the distribution of educational resources, with rural areas generally lagging behind urban areas in terms of financial investment, teacher allocation, and facility construction (Zhang, 2020). Second, outdated educational philosophies still prevail, with a continued bias toward academic achievement at the expense of physical education (Zhang & Gao, 2025). Third, there is a lack of localized thinking in curriculum design, which has resulted in the failure to effectively integrate rural cultural elements into kindergarten sports teaching, leading to the near extinction of many folk sports with educational value (Zhang et al., 2025). Additionally, the absence of systematic policy guidance and professional support mechanisms has placed rural kindergartens in a difficult position when implementing sports education (Lu, 2025).

Based on the above context and issues, this paper aims to explore how to improve the quality of physical education in rural kindergartens through scientific and rational resource allocation and thus promote the high-quality development of rural preschool education. The study will focus on the following questions: What are the main issues in the current allocation of sports resources in rural kindergartens? What are the underlying causes of these issues, and how do they affect children's development? How can a feasible model for sports resource allocation—one that aligns with rural realities and integrates local culture—be constructed? By combining theoretical analysis with field research, this paper seeks to provide a theoretical foundation and practical pathway for optimizing the allocation of preschool sports education resources in rural areas, contributing to the realization of educational equity and the revitalization of rural culture.

## 2. Materials and Methods

### 2.1. Research Group

This study was conducted in central and western China, encompassing three provinces (Chongqing, Sichuan, and Guizhou), with six representative county-level districts and twelve rural public kindergartens selected as research subjects. Data were collected through semi-structured interviews, on-site observations, and policy document analysis, involving 33 participants including kindergarten principals, teachers, educational administrators, and parent representatives. Key factors were identified via thematic analysis to provide theoretical and empirical foundations for policy formulation and practical optimization.

## 2.2. Research Design

This study employs qualitative research methods, combining literature analysis and field investigations to examine the supply of physical education resources in rural kindergartens under the rural revitalization framework. Utilizing purposeful sampling (Suri, 2011), the research focuses on central and western China, encompassing rural public kindergartens across three provinces (Chongqing, Sichuan, and Guizhou) that represent diverse economic development levels, geographical environments, and educational resource distributions. These kindergartens, located in administrative villages or townships, primarily serve local rural children and exhibit basic infrastructure with relatively under-resourced configurations, reflecting regionally representative conditions.

## 2.3. Data Collection

This study involved the development of a semi-structured interview guide through a comprehensive review of relevant literature and consultations with domain experts. A pilot test (n=2) was conducted, after which the guide was refined based on feedback and finalized (Table 1).

**Table 1.** Interview Outline

Theme	Content
I. Basic Information	1. Could you briefly describe your kindergarten's basic information? 2. What is your position, and how long have you worked there?
II. Current Status of Sports Resource Provision	1. Are sports venues and equipment adequate? Which are the most lacking? 2. How are sports activities organized? Where do course materials and equipment come 3. How often do children participate in sports activities? Are they interested and
III. Teachers and Training	1. Are there full - or part - time PE teachers? What's their educational background? 2. Have teachers received systematic PE teaching training? What's the content and 3. What challenges or lack of support do teachers face in practical teaching?
IV. Policies and Funding	1. Are there local policies supporting sports education? Has your kindergarten 2. Have you encountered difficulties in sports - fund application or usage? What are the 3. Is there poor coordination between departments or uneven resource distribution
V. Parent and Community Involvement	1. How concerned are parents about sports education? Are they willing to participate in 2. What potential do communities, businesses, or other organizations have in supporting 3. How can local resources be better mobilized to create a collaborative sport- education
VI. Needs and Suggestions	1. What's the core issue in kindergarten sports education that needs resolving? 2. What support from the government or relevant departments do you hope for? 3. Where can localization innovation improve the quality and sustainability of sports

The questionnaire underwent expert validity testing, with the results as follows:

**Table 2.** Expert Validity Testing Results

Evaluation Content	Very	Quite	Basically	Not Very	Unsuitable
Evaluation of the interview outline	2	2	1	-	-
Evaluation of the interview outline	3	1	1	-	-
Overall evaluation of the interview	1	3	1	-	-

Formal interviews were administered face-to-face in one-on-one settings. Prior to each session, researchers explicitly explained the study's purpose, methodology, and rationale for audio recording, while ensuring strict confidentiality of personal information to safeguard participant privacy. Interviews typically lasted 30-45 minutes. Upon completion, participants received a token of appreciation valued at 35 CNY (approximately 5 USD). We transcribed audio recordings

verbatim, anonymized the transcripts, and provided them to participants for verification and confirmation of content accuracy prior to analysis.

#### 2.4. Data Analysis

For the qualitative analysis, the interview texts will be coded using NVivo software to identify key themes and patterns. Following the coding process, a thematic analysis will be conducted to group similar viewpoints and experiences under common categories. To ensure the reliability and consistency of the findings, participants' responses will be cross-checked. Additionally, two researchers (GDZ and GCL) independently coded a sample of the interviews to enhance analytical trustworthiness. Any discrepancies between the researchers were resolved through discussion until a consensus was reached.

#### 2.4. Ethics Committee Permission

Ethical clearance was obtained from the Institutional Review Board of southwest University (Approval Code: SWU - PE - 20241013). All participants received detailed information sheets and provided written informed consent. Confidentiality and anonymity were assured throughout the study. Personal identifiers were removed from transcripts, and all data were stored securely in password - protected files accessible only to the research team.

### 3. Results

#### 3.1. Study Participants

In this study, a total of 33 participants were involved, drawn from 12 public rural kindergartens across Chongqing, Sichuan, and Guizhou provinces. The participants included principals, frontline kindergarten teachers, local education administrators, and parents actively engaged in school affairs. Females made up the majority at 75.8%, while males accounted for 24.2%, reflecting the common gender distribution in China's early childhood education sector. The average age of participants was 34.2 years ( $SD = 8.6$ ).

Regarding occupational roles, the sample included 15 kindergarten teachers (45.5%), 6 principals (18.2%), 5 local education administrators (15.2%), and 7 parents (21.2%). A majority of participants were married (63.6%). On average, participants had 9.7 years of work experience in rural education ( $SD = 6.3$ ).

**Table 3.** Basic Information of Participants

Variable	Category	Mean (SD)	Percentage (N)
Gender	Male		24.2% (8)
	Female		75.8% (25)
Age		34.2 (8.6)	
Educational status	Associate degree		39.4% (13)
	Bachelor's Degree		45.5% (15)
	Postgraduate Degree		15.1% (5)
Occupational Role	Kindergarten Teacher		45.5% (15)
	Principal		18.2% (6)
	Education Administrator		15.2% (5)
	Parent		21.2% (7)
Marital status	Unmarried		51.5% (17)
	Married		36.3% (12)
	Divorce		12.1% (4)
Years of Work Experience		9.7 (6.3)	

*SD = Standard Deviation*

### 3.2. Qualitative Research Findings

#### *Sub-theme 1: Resource Allocation Imbalance and Significant Regional Disparities*

Under the current rural preschool education development landscape, there is severe imbalance in the distribution of sports resources in rural kindergartens, with significant regional disparities (Ma, 2023). Overall, preschool resource allocation still follows a "center - priority, edge - lagging" pattern. Urban - rural, regional, and even intra - county preschool resource allocation shows marked differences (Mao, 2025). Township central kindergartens are relatively well - equipped in terms of venues, facilities, and equipment. In contrast, teaching sites in remote rural areas often have poor conditions, with many regions lacking sufficient basic sports venues. This restricts children's physical and psychological development.

*"Our kindergarten is the central one in the township, so our conditions are relatively good. The playground was renovated just last year, with anti-slip rubber flooring, so it's safer for the children to run and play. We're also fairly well-equipped with sports equipment—slides, basketball hoops, balance beams—so physical activities can be carried out regularly."*

*"It's very different in our teaching site. We only have an empty dirt lot, and when it rains, outdoor classes become impossible. As for equipment, we have a few skipping ropes and some worn-out balls. If the kids want to play on slides or climbing frames, they have to wait for a visit to the central kindergarten. We know how important physical activity is, but we're really limited by what we have."*

*"My child attends the village kindergarten, and most of the time they stay indoors because there's not enough space or equipment for outdoor play. Sometimes I worry—other kids are exposed to more activities, and I wonder if ours are falling behind."*

*"There's definitely a 'center-priority, periphery-lagging' issue. When budgets are allocated or projects implemented, central kindergartens are prioritized. Village-level sites, due to difficult terrain and low enrollment, often get marginalized. We hope to improve this, but funding is limited, and transportation costs for equipment are high."*

The causes of these disparities are multifaceted, including financial imbalances and varying regional economic development levels (Jin, 2025). Economically better-off regions can continuously upgrade sports facilities and introduce advanced sports concepts and equipment. In contrast, economically underdeveloped areas, due to funding shortages, have outdated sports facilities that cannot be repaired or replaced for extended periods. Public sports resources are the important basis and condition for urban and rural residents to participate in sports activities, learn sports culture and enhance physical quality, this not only limits rich teaching content but also leads to differences in children's physical fitness (Liu, 2022). Over the long term, these gaps accumulate and widen, affecting educational equity. Different policy implementation levels also exacerbate resource allocation imbalances. Although the national government has introduced policies to support preschool education in underdeveloped regions, implementation issues persist. These include insufficient funding, resource tilts toward "demonstration kindergartens," and ordinary village - level kindergartens being marginalized (Gao & Huo, 2025).

#### *Sub-theme 2: Teacher Competency Deficiencies and Lack of Professional Support*

Teacher shortages are a key factor affecting rural kindergarten sports development (Ye & Li, 2024). The root cause lies in the long-standing lack of teacher professionalism and support mechanisms. In rural areas, there are few teachers with a sports background, and most have not undergone systematic training. They rely primarily on personal experience. In terms of educational background, despite all participants met the minimum qualification required for kindergarten teachers in China (i.e., associate degree or above). Specifically, 39.4% held an associate degree, 45.5% had a bachelor's degree, and only 15.1% possessed a postgraduate degree. This distribution highlights the overall low level of professional development in rural areas, particularly in terms of sports-related training. This non - specialized teaching approach simplifies sports activities into recreational games. Due to the absence of specialized training, children often lack scientifically informed instruction during key developmental windows. As a result, they may miss critical opportunities for structured motor skill development, which can impact their long-term physical competence and confidence (Chen, 2024). Moreover, due to the "multiple - role" situation, teachers, burdened with heavy workloads, find it hard to focus on the design and implementation of sports teaching. Consequently, sports activities become a



mere formality, failing to achieve the teaching depth and quality advocated by the "National Curriculum Standards (Li & Wang, 2004)." Although nationwide initiatives for teacher capacity building have been emphasized, specialized training in preschool physical education remains scarce. According to the National Curriculum Standards for Kindergarten Education, physical education should promote children's comprehensive motor development through structured, age-appropriate, and culturally relevant activities. However, the current training system fails to adequately equip rural teachers with the practical strategies and content knowledge necessary to meet these standards (Ministry of Education of the People's Republic of China, 2002).

*"Frankly speaking, very few. Training opportunities here are inherently scarce, particularly those focused on physical education - they're practically nonexistent. Most of the time, we rely on self-directed exploration, occasionally consulting online videos or reference materials. We genuinely want to deliver quality physical education classes, but there's simply no structured guidance on effective teaching methodologies."*

*"The greatest challenge lies in not knowing how to scientifically structure physical activities. For instance, I lack expertise in age-specific motor skill development-what exercises are appropriate for each developmental stage and how to properly implement them. There's constant anxiety that incorrect approaches might inadvertently cause injuries. Additionally, the overwhelming burden of teaching multiple core subjects leaves minimal time for dedicated physical education curriculum design. In practice, this often forces us to resort to hastily organized simple games as makeshift solutions."*

Much of the training content is theoretical, lacking practical guidance and failing to meet frontline educational needs. In sports teaching, teachers face challenges in creatively integrating local cultural elements into sports curricula and lack effective pathways and confidence. This results in the waste of local educational resources. Additionally, the lack of a professional support system leaves rural teachers in an "island" state. There is a lack of stable cooperation between universities, teaching and research institutions, and rural kindergartens. External guidance is often short - term and superficial, failing to create lasting professional impacts (Zhang, 2024).

#### *Sub-theme 3: Weak Institutional Safeguards and Difficult Policy Implementation*

The sustainable supply of sports resources in rural kindergartens is significantly constrained by weak institutional safeguards and policy implementation difficulties (Niu et al., 2024). Although the national government emphasizes strengthening public service supply in rural preschool education, there is a substantial gap between policy texts and implementation processes. In particular, financial support is often inadequate due to local funding constraints. Projects are delayed, and the construction of planned sports venues and facilities is postponed, making it hard for resources to truly materialize.

*"The policy directives from higher authorities are well-intentioned, but persistent fiscal constraints at the county level severely impede implementation. While the central allocation for sports equipment has been approved, delays in securing mandatory local matching funds have resulted in stalled facility construction and underutilized equipment accumulating dust in storage."*

Provincial - level financial subsidies are provided through special funds. However, at the grassroots level, tight budgets make it difficult to cover local financial responsibilities. This creates a structural conflict between system design and implementation capabilities.

During implementation, several issues cannot be overlooked. Rural preschool education policies are scattered across different departments, lacking effective coordination and integration (Yang et al., 2024).

*"The fragmented administrative responsibilities create systemic barriers: sports facility management falls under the Education Bureau, playground construction requires approvals from the Housing and Urban-Rural Development Bureau, and equipment procurement must comply with government purchasing protocols. With compartmentalized departmental mandates, kindergartens fundamentally lack the institutional capacity to navigate these bureaucratic divides."*

This leads to inconsistent standards and overlapping responsibilities, which in turn affect resource integration and utilization. Poor communication between departments results in under- utilized sports facilities, wasting limited public

resources. Furthermore, policy evaluation mechanisms have a "soft constraint" nature—namely, they exist in form but lack enforceability, as evaluation outcomes are rarely linked to concrete administrative actions or accountability measures. Consequently, relevant indicators carry little weight in performance assessments, reducing the driving force for policy advancement and implementation.

More importantly, the lack of effective supervision and evaluation mechanisms makes it hard to truly reflect the benefits of investments. In many regions, the evaluation of sports resources is limited to the amount of equipment and coverage, with little attention to curriculum quality and children's developmental outcomes. This "emphasis on quantity over quality" phenomenon leads to "visible but unattainable" situations, where some equipment is left idle or misused.

*"Inspection protocols prioritize superficial compliance checks for equipment availability—meeting minimum inventory thresholds suffices for approval. However, systemic neglect persists regarding critical evaluations of utilization methods, children's engagement levels, or educational outcomes. Compounding this, overly complex equipment coupled with inadequate pedagogical training results in underutilized resources as teachers lack operational proficiency."*

Additionally, the absence of effective grassroots feedback mechanisms makes it difficult for local governments to receive flexible policy adjustments and support when facing specific regional and cultural contexts. This results in a significant gap between resource allocation and actual needs.

## 4. Discussion

### 4.1. Strengthening Policy Support Systems to Promote Resource Precision Allocation

During the field investigation, the complex terrain of Chongqing, Guizhou and Sichuan was found. Inconvenient logistics make sports equipment purchase and repair more expensive, further straining scarce resources. It is evident that the imbalance in sports resource allocation in rural kindergartens is not only a "hardware" issue but also reflects deeper contradictions in the education management system's coordination of regional development and resource equity (Cui, 2017). To promote balanced development in rural kindergarten sports education, institutional changes are necessary to ensure resources reach the neediest areas and provide equal development opportunities for every child. To address rural preschool education resource supply challenges, a complete policy system of "targeted policymaking - dynamic monitoring - effectiveness evaluation" needs to be established (Yao, 2025). This system, which includes three main components, is designed to ensure resources are allocated precisely where they are needed. Targeted policymaking involves creating policies based on specific needs and conditions. Dynamic monitoring allows for ongoing tracking of resource distribution and usage. Effectiveness evaluation assesses the impact of these policies and makes adjustments as necessary. This will ensure precise, differentiated, and dynamic resource allocation. The current "one - size - fits - all" education fund - allocation model fails to reflect actual differences among regions in economic foundations, child age structures, and developmental needs (He & Jia, 2023).

It is essential to build a tiered financial safeguard system based on regional economic development levels and child population characteristics. Strengthen the targeting and flexibility of fiscal transfer payments. In particular, increase the central government's financial support for nationally designated rural revitalization of key counties and other underdeveloped regions, in order to alleviate their funding pressures and enhance their supply capabilities. Meanwhile, improve the policy system's enforcement through legal and institutional means. Incorporate kindergarten sports resource allocation standards into relevant laws and regulations and refine them into quantifiable and actionable indicators. This will ensure the policy's enforceability and measurability. Based on this, further improve the fund - allocation mechanism and explore including local sports curriculum development in financial support. Establish special funds to encourage local exploration of sports resources and enrich curriculum content, thereby improving resources - utilization economic and cultural value.

At the implementation level, establishing a dynamic monitoring system is crucial. Use information platforms to track key aspects such as fund flows, facility usage, and curriculum implementation in real time. Build a problem - warning and tiered - supervision mechanism. Provide targeted support to areas with insufficient resources or outdated facilities to avoid the "over - emphasis on construction, neglect of management" issue. Incorporate policy - implementation effectiveness into performance evaluation systems. Focus on results to shift policies from "input - oriented" to "output -

oriented," improving overall resource - allocation efficiency. In the long term, enhance collaboration between regions to establish cross - regional technology - support and resource - sharing networks. Promote optimal resource flow and structural rebalancing through technology transfer, teacher assistance, and curriculum sharing. This regional cooperation model can alleviate resource - allocation imbalances and promote policy systems toward openness, coordination, and efficiency, laying a solid institutional foundation for achieving educational equity.

#### *4.2. Strengthening Teacher Capacity Building to Improve Educational Implementation Efficiency*

Enhancing rural kindergarten teachers' sports education capabilities is vital for improving educational quality and addressing practical dilemmas (Gu, 2023). Currently, rural kindergarten teacher - team construction suffers from a weak teaching staff and teaching content disconnected from local realities. It is imperative to establish a systematic and sustainable training system. On this basis, build a three-tier interactive platform of "county guidance - township backbone - village practice." Combine expert guidance with practical experience to improve teachers' comprehensive abilities in designing and organizing sports activities. Integrate professional tools and curricula into the continuing education system. Fully utilize local culture and resources to develop local - characteristic educational resources and promote innovation based on actual conditions rather than relying solely on materials.

On a deeper level, some educational managers lack preschool education expertise and fail to recognize the importance of sports education. Teachers struggle to accurately evaluate children's physical development and create personalized activity plans. Sometimes, inappropriate methods can even cause sports-related injuries. The "teach - while - test" situation not only constrains educational quality improvement but also increases teachers' work pressure. To break this dilemma, a fundamental reconstruction of the rural sports education teacher support system is needed. Digital empowerment opens up new avenues for teacher growth. Based on the National Smart Education Platform, establish an integrated "online - offline" teaching system. This will free rural teachers from time and space constraints and provide ongoing professional support. Collaborate with local governments and kindergartens to offer comprehensive support for teachers in theory and practice. This enhances their ability to handle complex teaching scenarios.

Additionally, establishing a robust incentive and evaluation system is essential. Introducing sports education achievements into title evaluation and performance assessment can effectively boost teachers' enthusiasm and creativity. Creating regional collaborative communities provides a platform for teacher exchange and learning. Promoting an educational philosophy of "respecting sports" and "innovation advocacy" and building an educational ecosystem of "moral leadership" and "people - orientedness" not only recognizes teachers' value but also supports the revival of rural education.

#### *4.3. Building a Diverse Participation Mechanism to Promote Social Collaboration and Investment*

It is imperative to shift from the traditional notion of "government - centered" approaches and establish a diversified social participation system led by the government. This aims to address the single - sourced and insufficient investment in sports resources for rural kindergartens. Through policy incentives, institutional design, and platform construction, cooperation among enterprises, communities, and social organizations can be promoted to foster new resource - co - construction and sharing models. Corporate involvement, particularly in equipment donation and venue construction, shows great potential. In some regions, companies have utilized local resources to design sports equipment suitable for young children. This not only saves costs but also enhances safety and fun. Such local resource transformation reduces financial burdens and boosts local teaching - material value - addition. Communities, being the most familiar environments for children, should play a more significant role. Building on "home - school - community" collaboration, integrate idle spaces and human resources to promote the construction of sports activity spaces and curricula led by villagers. Examples include sports grounds created by parents, volunteers, and village committees, blending natural and cultural features where children can run and explore. Advancing the integration of digital technologies and resources enables cross - regional collaboration. Information platforms can achieve precise supply - demand matching and enhance social - resource utilization efficiency, reducing redundant and ineffective donations. Innovatively, digital platforms can also be used to spread local sports culture, attract public attention, and channel more social resources into education. Institutionally, it is necessary to establish a scientific rural grassroots governance and rural education evaluation system. On this basis, construct a set of incentive and evaluation mechanisms. Praising and giving feedback to kindergarten teachers can enhance children's enthusiasm for sports activities and secure more support. Only by



forming a widely participatory and collaboratively governed ecosystem can rural kindergarten sports in China develop in a high - quality and sustainable direction.

## 5. Conclusions

Under the rural revitalization strategy, enhancing sports resource supply in rural kindergartens is key to narrowing the urban - rural education - development gap. However, rural sports resource supply faces structural contradictions, such as urban - rural resource - allocation imbalances. Economically underdeveloped regions often have inadequate venues and outdated facilities. At the teacher's level, the lack of full-time sports teachers and training systems lead to unscientific preschool sports teaching guidance. Institutionally, weak financial safeguards, poor departmental collaboration, and "hardware - focused" evaluation indicators limit resource - supply optimization.

To resolve these dilemmas, efforts are needed in policy, teacher development, and social collaboration. In terms of policy, build a tiered and classified financial safeguard system, strengthen dynamic monitoring, and promote regional collaboration. For teacher development, rely on county - township - village - three - level training mechanisms. This can enhance teachers' professionalism and curriculum - development capabilities by integrating digital empowerment and incentive mechanisms. In terms of social collaboration, guide enterprises, communities, and social organizations to participate in co - construction. Use technological approaches to integrate resources and create a local - characterized education ecosystem. Future research should further explore integrating local culture with sports curricula. It should also focus on the needs of vulnerable groups like left- behind children and promote resource - supply precision, inclusiveness, and sustainability. This will lay a solid foundation for rural children's healthy growth and cultural heritage.

### Limitation

The research is limited by time and resources. Only a limited number of rural kindergartens are selected as research objects. The research results may not fully reflect the overall situation of rural kindergarten sports resource supply. In the future research, more rural kindergartens will be included in the research scope to further improve the representativeness and generalizability of the research results.

**Author Contributions:** "Conceptualization, G.L and G.Z.; methodology, G.L and G.Z.; software, G.L and G.Z.; validation, G.L and G.Z.; formal analysis, G.L and G.Z.; investigation, G.L and G.Z.; resources, G.L and G.Z.; data curation, G.L and G.Z. writing—original draft preparation, G.L.; writing—review and editing, G.Z.; visualization, G.L and G.Z.; supervision, G.Z.; project administration, G.L.; funding acquisition, G.L and G.Z."

**Financial Support:** No financial support was received from institutions and/or institutions during the preparation and writing of this study.

**Informed Consent Statement:** Before the measurements, the participants were given a detailed information presentation about the study and signed an informed consent form.

**Competing Interests:** The authors declare that there is no conflict of interest.

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