

Promotional Strategies of the Traditional Sports Wushu in Elementary and Secondary schools

Chen Yuanfan, Nicco Chan

University of the Visayas, Philippines

Chinese traditional sports culture is an organic part of Chinese traditional culture. It originated from the need for national survival and life. Since its inception, the imprint of Chinese traditional culture carries the genetic inheritance of the traditional culture of the Chinese nation. According to statistics, there are 977 kinds of traditional sports of various ethnic groups in China. Compared with other sports, the huge number of traditional sports can meet the various needs of students for sports and attract and extend the outdoor sports time of teenagers. Martial arts, as examples, are highly interesting. Under the background of implementing the Opinions on Further Strengthening the Protection of Intangible Cultural Heritage and the Outline for Building a Strong Sports Country, the inheritance of "martial arts," as a non-material cultural heritage in sports, is particularly important. Many traditional martial arts sports are not only the intangible cultural heritage of China but also the wisdom crystallization of Chinese ancestors.

Wushu, a traditional martial arts practice in China, was an integral aspect of Chinese culture. Originating from the necessity for national survival and well-being, Wushu had a profound impact on Chinese culture. I employed a descriptive correlational approach to examine students' perspectives and involvement in Wushu, aiming to enhance its development in elementary and secondary schools. With 384 respondents, including elementary students, secondary students, sports teachers, school heads, and parents, the findings suggested that upgrading equipment and promoting large-scale tournaments were crucial strategies for enhancing martial arts on campuses. The quantitative technique was utilized to gather data for statistical analysis, employing a descriptive correlational design.

1 Students' Personal Characteristics

This first table shows the data that presents the personal characteristics of the students surveyed. The data shows the age,

gender, and grade levels of the students as these data is believed to contribute to the success of assessing the topic of the study.

Table 1 The Personal Characteristics of the Students

Variable	Category	N	Percentage
Age	7-9 years old	80	25.00
	10-12 years old	80	25.00
	12-15 years old	160	50.00
Gender	Male	200	62.50
	Female	120	27.50
Grade Level	Elementary	160	50.0
	Secondary	160	50.0

Note: n=320

In terms of age, as shown above, the age of the students ranged from 7-15 years old, of which 25% were aged 7-9, 25% were aged 10-12, and 50% were aged 12-15. As shown in Table 1, the students were dominantly teenagers and were in the secondary level. Also, regarding the gender of students surveyed in this institute, boys accounted for 62.5%, and girls accounted for 27.5% of the total number. This suggested that boys were more inclined to Wushu than girls. The study of Thi My and Minh (2021) revealed that training a man was different when compared to training a woman, although they were all professional athletes.

2 Students' Engagement in Wushu

Engagement in Wushu includes the practice of traditional martial arts promotion in the Qingyuan area. Students discussed the students' participation in Wushu and their perceptions about martial arts. Their participation in Martial Arts has three dimensions: vitality, dedication, and absorption. Table 2 presents the students' engagement in Wushu.

Table2 Students' Engagement in Wushu

Indicators	Mean	SD	Description
Vitality			
When doing Wushu, I feel bursting with energy.	3.84	1.20	Often
When doing Wushu, I feel strong and vigorous.	4.16	1.54	Often
When I get up in the morning, I feel like doing Wushu.	3.03	0.75	Sometimes
I can continue doing Wushu for very long periods at a time	4.43	2.18	Frequently
When doing Wushu, I am very resilient, mentally.	3.98	1.52	Often
When doing Wushu, I persevere, even things do not go well.	5.05	2.82	Frequently
Factor Average	4.08	1.87	Engaged
Dedication			
I find doing Wushu full of meaning and purpose	3.97	1.69	Often
I am enthusiastic about doing Wushu	4.16	1.82	Often
Doing Wushu inspires me	4.48	1.66	Frequently

I am proud on doing Wushu	5.39	1.59	Always
To me, doing Wushu is challenging	4.96	1.56	Frequently
Factor Average	4.59	1.98	Highly Engaged
Absorption			
Time flies when I'm doing Wushu	4.10	2.19	Often
When I am doing Wushu, I forget everything else around me	5.67	1.67	Always
I feel happy when I am doing Wushu intensely	5.83	1.70	Always
I am immersed in my Wushu training	5.02	1.60	Frequently
I get carried away when I'm doing Wushu	5.17	1.98	Always
It is difficult to detach myself from doing Wushu	4.18	2.09	Often
Factor Average	5.16	2.14	Very Highly Enga
Grand Average	4.32	1.89	Highly Engaged

Note: n=320, Legend: 0.0-0.86 = never/Not engaged, 0.87-1.71= rarely/Least engaged; 1.72-2.57=seldom/ Less engaged; 2.58-3.43=sometimes/Moderately engaged 3.44-4.29=often/Engaged 4.30-5.14= frequently/Highly engaged 5.15-6.00 = always/Very highly engaged.

Emotional vitality is a phenomenological express that is hypothetically attached to Ryan and Deci's (2017) self-assurance hypothesis, a metatheoretical point of view that depicts how and why individuals endeavor to encounter mental prosperity and lay out a personality lined up with their identity. In this table, the vitality component being rated as "engaged" (mean=4.08) suggests that students are actively involved and enthusiastic about their participation in Wushu. The students expressed that most of the time or frequently, they do Wushu for a longer period and persevere even if things do not go well. They likely show a high level of energy and enthusiasm while engaging in this activity. A rating of "highly engaged" (mean=4.59) in dedication indicates that students are deeply committed and devoted to their practice of Wushu. They are always proud to do Wushu. They find Wushu a challenging and an inspiring activity.

On the other hand, the "absorption" component being rated as "very highly engaged" (mean=5.16) implies that students become fully absorbed and immersed in their Wushu practice. Majority of the students were always carried away when doing Wushu that they seem to forget everything else around them. They felt intensely

happy and even forget about the time they have been practicing. They were really immersed into the activity that it is difficult to detach or stop doing Wushu. They may experienced a sense of flow or complete concentration when they were engaged in this activity.

In totality, it appears that the students were very highly engaged in Wushu. They were not only actively involved and enthusiastic about their participation, but they also demonstrated a high level of dedication and became deeply absorbed in their practice. This suggests a strong commitment and passion for Wushu among the students surveyed.

3 Support for Promotion of Wushu in Schools

The study asked internal and external stakeholders of their support to the promotion of Wushu to complement the student's enthusiasm for Wushu activities in school. The school heads, teachers, and parents responded to questions about Wushu promotion. The next four tables presents the dominant responses per group of participants.

Table 3 School Facilities for Wushu Activities

Questions	Dominant Answer	%
1. What is the size of the training space available for Wushu practice?	50-100 sq. meter	37.5
2. How is the training space equipped for Wushu practice?	bare floor	56.25
3. Are there mirrors installed in the training space for students to observe their movements?	Yes	81.25
4. Are there any safety features in the training space?	first aid kit	43.75
5. Are there separate changing rooms and showers for male and female students?	Yes	87.5
6. Are there any storage facilities available for students to keep their equipment?	Yes	75.0
7. Are the training facilities well-maintained?	No rarely	43.75
8. Are there any additional facilities available, such as a gym or weight room?	Yes	62.50
9. Are there any limitations on the use of the training space?	No	68.75
10. Overall, how would you rate the physical facilities available for Wushu practice in your school?	Average	43.75

Note: n=16

Table 3 shows the support of the school in terms of the provision of facilities as answered by the 16 internal stakeholders

– the teachers and school administrators. The table revealed that generally, the internal stakeholders considered the school facilities

on average condition. Most school facilities were small with only 50-100 square meters and were not carpeted or only with the bare floor. Although the majority have separate showers and rooms for changing for the boys and girls, and storage facilities. Mirrors were also installed so that they can see for themselves when they are performing Wushu. But still, they lacked training facilities and safety features. They only have first aid kits for safety measures. Moreover, these training facilities were not well maintained.

It was understood that primary and secondary schools in martial arts teaching lacked professional venues and equipment.

According to this phenomenon, school leaders and teachers were expected to make timely countermeasures to ensure that martial arts teaching could be carried out smoothly.

4 Teachers Practices in Promotion of Wushu

To promote Wushu in schools, it is expected that teachers of Wushu have the competence to mentor their students. Table 4 describes the competence and practices of the 16 Wushu teachers.

Table4 Teachers Practices in Promotion of Wushu

Questions	Dominant Responses	%
1. How long have you been teaching wushu?	less than a year	50.0
2. What is your educational background in wushu?	self taught	46.67
3. Have you received any specialized training in teaching wushu?	yes in wushu school university	43.75
4. How do you ensure that your students understand the principles and techniques of wushu?	Break down techniques into smaller steps	50.0
5 How do you motivate your students to practice and improve their skills in wushu?	Use positive reinforcement and praise	37.50
6. How do you assess your students' progress in wushu?	Regularly test their knowledge and skills	37.50
7. How do you customize your teaching approach to suit the individual needs of each student?	Modify techniques to suit their physical abilities	43.75
8. How do you ensure the safety of your students while practicing wushu?	Supervise all training activities closely and teach proper form and technique to prevent injury	37.50
9. How do you encourage your students to respect the traditions and values of wushu?	Teach them about the history and philosophy of wushu	43.75
10. How do you involve parents in the learning process of their children in wushu?	Communicate to parents about their child's strengths and weaknesses.	43.75

Note: n= 16

This may suggest that most of the teachers have just began teaching and some have learned through self-learning. But less than fifty percent have undergone special training in teaching Wushu in universities. In terms of teaching strategies, most of them resort to simplifying things for the students to understand. About 50% of the teachers break down techniques into smaller steps to ensure that the students understand the principles and techniques of Wushu.

In summary, the teachers have tried their best to promote Wushu in schools. However, the study of Shao and Yang (2019) reported that in WUSHU Teaching, students cannot only inherit Chinese traditional culture, but also can learn the true meaning of WUSHU. However, in modern WUSHU teaching, teachers have often overlooked the individual characteristics of students. Each student possesses different physical qualities, and their understanding of WUSHU varies. Consequently, the study behaviors of students differ in the learning process. In practical teaching, some instructors may incorporate interesting games and

practice routines, culminating in assessments based on competition rules and methods. Unfortunately, this approach often neglects the development of students' independent study skills. Students can not show their 1062 own sports ability, and at the same time, students' psychological changes are also ignored. It is impossible to know whether students have interest in learning WUSHU Thus has had the influence on the martial arts teaching. Therefore, in the teaching process, we should change the teaching thought, pay attention to the students' psychological changes at any time, not just "dogmatic" teaching.

5 Parents Awareness of the Wushu Program in Schools

This table presents the point of view of the parents. The data shown in this table will present how the parents give their support to the school.

Table 5 Parents Awareness of the Wushu Program in Schools

Questions	Dominant Response	%
1 Have you heard of Wushu before? If so, how familiar are you with it	Yes, I have heard of Wushu before.	93.75
2 Do you think Wushu would be a beneficial activity for children in your community? Why or why not?	Yes, I think Wushu would be beneficial for children in my community because...	87.50
3 Are there any existing Wushu programs for children in your community? If so, what are they and how successful have they been?	No, there are no existing Wushu programs for children in my community.	90.63

4 If there are no existing programs, would you be interested in helping to create one? Why or why not?	Yes, I would be interested in helping to create a Wushu program for children in my community because...	81.25
5 What resources do you think would be necessary to start a Wushu program for children in your community?	Funding to cover expenses (e.g. rent, equipment, insurance, etc.)	31.25
6 What age range do you think would be appropriate for a children's Wushu program?	8-10 years old	46.88
7 What are some potential challenges that you anticipate when trying to promote Wushu to children in your community?	Lack of interest from parents and children	50.00
8 What are some strategies that you think would be effective in getting children interested in Wushu?	Hosting free introductory classes	50.00
9 Do you think that a Wushu program would be more successful if it was offered in conjunction with other martial arts or sports programs?	Yes, I think a Wushu program would be more successful if offered in conjunction with other martial arts or sports programs	53.13
10 How would you measure the success of a Wushu program for children in your community?	Number of participants	40.63

Note: n=32

Thirty-two parents were asked about their perspectives of Wushu in schools. They answered the ten questions as presented in Table 8. The majority of the parents (93.75%) have heard or are aware of Wushu taught in schools. A lesser majority (87.50%) believed that Wushu is beneficial to their children for physical development. However, about 90% of the parents they have not learned of any Wushu facility or program for the children in their community. Of these parents, about 81% are very much willing to help to create a Wushu program in their community, believing that this can be beneficial to their children. The study provided seven necessary resources in creating a new program and the parents have diverse perceptions.

The parents also believed that the appropriate age for starting a Wushu practice is 8-10 years old. In Tai Chi Academy (2021), learning Wushu from a young age can support a child's development in many ways. The physical exercises practiced in a structured setting under the guidance of an experienced Wushu instructor gives the child a safe space to explore his/her physical abilities. Regular training builds their confidence, teach them teamwork, enhance their concentration skills and is most of all, good fun! For younger children aged 4-7 years old, our focus is

on developing their motor skills. The instructor sometimes played games with them to pique their interest and to motivate them to do certain exercises. Discipline is still emphasized in class despite having that element of play. So Wushu can be started at very early age. For LaRocque, Kleiman and Darling (2011), the speculation of guardians or parental figures in instructive cycles.

Here, offering the essential help and making the construction for rehashing what has been realized at school at home. The subsequent kind is school-based parental inclusion. This sort of contribution incorporates speaking with the educator and partaking in school exercises. Of the seven resources, the modal answer was funding to cover expenses on equipment, venue, insurance, and many others. Hiring qualified teachers ranks next and having ranks third.

6 Government Support

The 16 internal stakeholders disclosed their opinions on how the government (Ministry of Education) support Wushu program in schools. The opinions of the respondents vary though some of them have the same and presented in percentage. Their opinions are displayed in Table 6.

Table 6 Government Support to Wushu Program in Schools

Questions	Dominant Response	%
1 What is your opinion on including Wushu as part of the physical education curriculum in schools?	Strongly agree	56.25
2 Do you believe that Wushu training can be beneficial to the physical and mental health of students?	Yes	75.00
3 What do you think are the potential benefits of including Wushu in schools? (Select all that apply)	Increased flexibility and balance	100.00
	Improved physical fitness	100.00
	Stress relief an relaxation	100.00
	Promotion of Chinese culture and tradition	100.00
4 Do you think that Wushu should be mandatory or optional for students?	Optional	31.25
5 What resources do you think are necessary to promote the training of Wushu in schools? (Select all that apply)	Trained coaches or instructors	37.50
6 How do you think the government can encourage schools to offer Wushu training? (Select all that apply)	Providing financial incentives to schools that offer Wushu programs	31.25

7 What challenges do you think schools may face when implementing Wushu training programs? (Select all that apply)	Lack of resources and funding	43.75
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Note: n=32

All the teachers and headteachers (100%) were one in saying that Wushu is beneficial to the students. It can increase the students physical abilities in terms of flexibility and balance and as a whole can improve their physical fitness. Moreover, beyond the physical fitness, Wushu is believed to relieve stress and put a person in a relaxation mode. Most importantly, Wushu can promote Chinese tradition and culture. It was confusing, because only 75% answered that Wushu is beneficial to the physical and mental health of the students. Hence most of the teachers strongly agree (56.25%) and agree (30%) that Wushu should be included in the physical education curriculum in elementary and secondary schools. But they still think that Wushu should only be optional and not mandatory.

Promoting Wushu program may face certain hindrances or challenges, and one of this is hiring qualified or trained teachers to teach. Another challenge is the government funding, which the internal stakeholders say that this will encourage the schools to offer Wushu. Lack of funds or resources is a big challenge to schools

when opening a new program. Although the practice of wushu does not require much in the way of venues and facilities, it does not mean that the investment cost of carrying out "wushu in schools" is low, especially in the context of the forward-looking requirement of modernizing and advancing wushu in schools, which requires further investment in professional facilities and a sufficient financial budget to guarantee the achievement of the goal. Wushu is a high-intensity sports, for practitioners of martial arts physical quality requirements are very high and need to be practiced day after day to strengthen, in order to achieve from quantitative to qualitative changes in the improvement.

Student’s Engagement in Wushu and the Promotion Support of the School, the Teachers, Community, and Government.

The correlation between the students’ engagement in Wushu and the support from the four sectors is discussed in a descriptive manner using the data in Table 7.

Table 7 Students’ Engagement in Wushu and the Support of the Four Sectors to Wushu

Variables	Description
Students’ Engagement in Wushu	Very highly engaged, has the vitality to do the Wushu, very dedicated and
School Support	Internal stakeholders rated the school Wushu facilities and activities as Average. Schools lack Wushu facilities and qualified teachers or coaches.
Teacher Competence	Less experienced in teaching Wushu. Only about 50% or less are teaching Wushu. Schools need to enhance the professional strength of the team of wushu teachers,
Community support	Community does not have Wushu Programs for the children. Parents are interested to have one, but needed funds.
Government Support	Government strongly agreed to include Wushu in the curriculum but schools lacks facilities and qualified coaches. Hence, government departments in Qingyuan District need to strengthen the professional facilities of elementary school and input funds to support, the region's

sports activities. and a special budget for the development of a "wushu into the campus

While students were highly engaged in Wushu, the lack of facilities in schools was a significant hindrance. This included proper training spaces, equipment, and resources. Without the necessary infrastructure, students faced challenges in practicing Wushu effectively and safely, potentially impacting their enthusiasm and overall engagement. Schools should have considered investing in Wushu facilities to support the students' passion for the sport. Providing suitable spaces for practice could have enhanced engagement and the overall experience. Moreover, teachers believed that Wushu was beneficial for children, but their lack of experience in teaching Wushu was a concern. Effective teaching was crucial for students to develop proper skills and maintain their interest as they were very highly engaged in these martial arts. Professional development opportunities for teachers, such as workshops and training programs, were essential. Improved teacher competence could have led to more effective instruction and better engagement from students.

Since the students were very much engaged in Wushu, the parents desired to start a Wushu program for children in the community, reflecting a strong interest in addressing their children’s concern. However, the lack of funds was a barrier. Community-based programs could have provided additional opportunities for students to engage in Wushu outside of school. Fundraising or

seeking sponsorship from local businesses or organizations could have helped overcome the financial constraints. Furthermore, the government's strong agreement to offer Wushu in schools was a positive step towards

addressing the students’ high engagement in Wushu. However, the allocation of funds for facilities and teacher training was crucial to make this commitment a reality. Government support could have significantly impacted the availability and quality of Wushu programs in schools. Adequate funding could have led to the establishment of proper training facilities and the development of skilled teachers, further enhancing students' engagement.

In summary, students' engagement in Wushu is a testament to their enthusiasm for the sport. However, the current limitations in terms of school facilities, teacher

qualifications, community programs, and funding must be addressed to fully support and nurture this enthusiasm. Collaboration between schools, teachers, the community, and the government is essential to create a conducive environment for Wushu practice, ultimately benefiting the students and the community as a whole.

The study revealed that students were very much interested in practicing Wushu, however, school lack facilities, less qualified coaches or teachers, no Wushu programs in the community and lack of funds to create one. Hence, there is a need to address these challenges to provide students the necessary environment

for Wushu. Offering Wushu in elementary and secondary schools in Qingyuan City is a big task for both the internal and external stakeholders. The results of the study mentioned challenges as to the venue, the facilities, lack of trained teachers, and even the less motivated students and parents. Above all, financial resources are also limited which is very much needed at the outset of the program. On the basis of the research results and analysis, the researcher has suggested

four promotional activities that may help resolve the problem. These are a) strengthening cooperation with Wushu associations, b) using online and offline channels, Wushu and traditional sports curricular offering and d) formation of Wushu Athletic Teams.

Wushu's potential in China's elementary and secondary education system is highlighted by the study. Pupils' favorable

opinions of Wushu and high levels of participation in the martial art suggest that it may have advantages. Important stakeholders, including parents, teachers, headteachers, and the government, are in favor of its inclusion in the curriculum. However, there are other barriers to successful implementation, including those related to finance, qualified educators, and infrastructure. Overcoming these obstacles will require a coordinated effort from all parties involved, as Wushu encourages students to be disciplined, physically healthy, and mentally well. This will help preserve and promote China's martial arts legacy, in addition to enhancing the physical and mental health of the pupils. The study concluded that, given the required conditions, Wushu has the potential to be a beneficial addition to China's educational scene.

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