

Promotion and Development of Wushu Sports on College Campuses: Challenges and Opportunities

Xuan Chen ¹

Abstract

Wushu is a classic Chinese martial art that is well-known around the world for its aesthetic appeal, physical advantages and rich cultural heritage. In general, wushu is also called as kung-fu. The purpose of this study was to evaluate the opportunities and difficulties associated with wushu sports on college campuses. All collegiate athletes were included in the study's population, and a non-probable, purposeful sample was used. Student-athletes were given a questionnaire created by the researcher. Software called SPSS v.23 was used to analyze the student-athletes' responds. The findings indicate that it is challenging for student-athletes to strike a balance between their engagement in sports and their academic obligations. The wushu players, reported satisfaction with the standard of facilities and equipment, coaching, financial incentives, administrative assistance, and academic success in their particular colleges. The stakeholders may improve the overall experience and performance of wushu players by taking proactive measures to solve the issues raised by using the study's strengths. The growth and promotion of Wushu sports on college campuses are an intersection, where there are obstacles to overcome and prospects for widespread acceptance are uncertain. Colleges can support the global development of Wushu and create a diverse and inclusive sports culture on campuses throughout the globe by solving the challenges that have been highlighted and capitalizing on the possibilities that present themselves.

Keywords: Prospects, Challenges, Wushu Sports, Student Athletes, Opportunities, Chinese Marital Art.

1. Introduction

The two main subcategories of Chinese martial arts known as Taolu and Sanda are formally called Wushu or Kung-Fu. These fields of study are recognized as formal sports in Higher Education Commission-sponsored contests. Wushu instruction at colleges and universities aims to develop conscious college students. The purpose of teaching is to transfer wushu abilities so student can inherit Chinese wushu culture and recognize the worth of traditional wushu (An, 2020). However, in today's college-level Wushu instruction, instructors frequently overlook the integration of cultural legacy and skill transmission in favor of emphasizing the teaching of wushu techniques. A significant knowledge gap exists about the particular issues and experiences that wushu student athlete's encounter, as there is an absence of a comprehensive investigation of these issues in the research environment (Chen et al., 2022). Traditional Chinese martial arts, referred as wushu that have their roots in prehistoric hunting and combat. The public is more familiar with the former word since it is used in the entertainment sector (such as in TV shows and movies), but the latter name has been utilized through official channels (such as the International Olympic Committee and the Chinese government) (Jia et al., 2020). Wushu is distinguished by its deep ties to Chinese culture since it incorporates old Chinese religious and philosophical concepts, such as yin and yang, Buddhism, and Taoism. The study demonstrated how the nature, appearance,

purpose, and training objective of wushu practice have changed throughout time in certain discernible ways (An, 2020). College wushu and a teaching's holistic body and mental growth are behind. Mostly due to a lack of tight enough ties between higher education and the market sector. Even while collegiate athletics and fitness have incorporated certain high-tech methods, the approach is rather simple, the gear is outdated, and the level of intelligence is low. The majority of sports continue to use conventional methods of instruction and competition, lacking in creative approaches to training and instruction (Wang et al., 2022). Deficient monetary rewards were also found to have an adverse influence on athletes' performance and opinions on playing sports, the amount of work put to improve skills, get fitter, and get training. Fitness training, sports coaching, infrastructure, financial incentives, and perks are all seen to be essential for sports achievement; hence, these elements might be viewed as stand-ins for wushu performance. This study sought to evaluate the advantages and difficulties associated with wushu sports on university campuses.

2. Related Work

The paper (Zhang et al., 2023) examined the connection between social adaptation and Wushu education, as well as the efficacy of putting Wushu education activities into practice. The paper (Xiu et al.,

¹ Physical Education Department, Shanghai Dian Ji University, Shanghai201306, Shanghai, China
Corresponding Author's Email: chenxuan20231104@163.com

2022) presented the Chinese traditional of physical education curriculum's core quality framework system in a clear and concise manner. The paper (Chen, 2022) provided the design approach for a motion feedback system used in martial arts that is based on target intelligent tracking video processing. The paper (Li et al., 2024) provided a Quality of Experience (QoE) prediction model based on the behaviors of Wushu regular athletes, statistics on quality of service, and core strength training video footage. The paper (Xiao, 2023) examined the features of research on sports injury treatment and prevention and the physical rehabilitation of Wushu athletes. The paper (Lei & Lv, 2022) provided feature extraction category assistance by defining the appropriate thresholds for operator identification, determining different actions in college martial arts practice and a methods and computing behavioral operator distances. The paper (Tzeng et al., 2023) examined a nation-state has pushed wushu, a folk sport in China, over the world. The analytical approach, which identifies the Global Wushu Movement (GWM) as a political and cultural phenomenon an East to West diffusion is predicated on the notion of globalization. The paper (Li & Song, 2023) examined the conundrum to preserve and enhance the tradition of martial arts in the era of new media, identifies the fresh opportunities presented by these technologies for the advancement of traditional martial

arts, and suggests a plan for the digital transmission of intangible cultural heritage that preserves traditional martial arts culture in the province of Anhui. The paper (Su, 2022) required that the integrate information technology into education, modify conventional teaching practices, maintain the fundamental principles of teaching, and acknowledge the shift from instruction to learning within the framework of digitalization. The study (Portaz et al., 2024) determined the South China Sea as its research region, thoroughly examined the cold and hot water supplies, and examined the genetic makeup and creation circumstances of the underground hot water system.

3. Materials and Methods

The purpose of this cross-sectional questionnaire research was to find out the problems and prospects facing wushu players that participated in college sport.

3.1 Research Design

The study participants consisted of four elite Wushu competitors who competed in the Chinese city games. Psychological assistance is necessary to enhance their performance in competition. China's national level is attained by the chosen elite athletes who made to the national championship. Table 1 displays the study participants' circumstances.

Table 1

The State of the Participants (Source: Author)

Subject	Gender	Age (Yr)	Training Time (Yr)	Athletic Class	Sport Events	Coaches
X	Male	18	7	One-level athlete	Taijiquan	F,P
Y	Female	17	5	One-level athlete	Taijiquan	F,P
D	Male	19	8	One-level athlete	Changquan (Gun, sword)	C,D
E	Male	18	7	One-level athlete	Taijiquan	F,P

3.2 Instruments

A questionnaire designed by the researcher was created to gather information from student-athletes to meet the study's goals. The investigator got in touch with student-athletes from many university departments. Once they had properly read the instructions, they were requested to complete the questionnaire. And they were directed to choose the appropriate option from the given possibilities.

3.2.1 Questionnaire and Procedure of its Development

The questionnaire included both open-ended and closed-ended questions. The questionnaire was created after consulting with subject matter experts and drawing on a variety of relevant literatures. The questionnaire was broken down into four sections: (i) Student-athlete Demographic Profile, (ii) Student-athlete Sports Profile, (iii) Student-athlete Academic Profile, and (iv) Student-athlete Prospects and Challenges.

3.2.2 The Section on Personal Information and Demographics

The 12 items in the demographic area included basic questions on age, gender, domicile, family income, name of university, study year, department, playing experience at the highest level, and kind of scholarship.

3.2.3 Questionnaire for Challenges and Opportunities

This measure was formerly designed to evaluate the opportunities and problems experienced by athletes who were athletes alone. But before using the tool, a tiny change was made, substituting the word "athletes (Li, 2020)" with "wushu," as the population of this research consists of wushu players.

Additionally, the questionnaire included the following question types: Yes/No, ticking the most relevant answers, marking on a rank scale, and open-ended inquiries. A Likert scale with three points has been employed to rate of answers to certain questions in the questionnaire.

3.3 Data Collection

The participants were requested to select the option that reflected their beliefs to give their frank comments. Every responder voluntarily completed the questionnaire after giving their permission. Consent was obtained from the managers and coaches to involve them in the sample. Participants were promised that their information would be handled with the highest priority used for research. They were made fully aware of their freedom to discontinue participation in the research at any time.

3.4 Data Analysis

A qualitative analysis of the data was conducted for this study. The data was analyzed using SPSS v.23 (SPSS

version.23), the statistical tool for the social sciences. After calculating the frequency and percentage, graphs were created in accordance with the results.

4. Result and Discussion

In terms of facilities and equipment, coaching, financial advantages and incentives, management and administration, academic performance and challenges, nutrition and diet, wushu student athletes at the university level expressed their opinions. Students who participated in sports were given questions on the difficulties and struggles they had between their studies and athletics, as shown in [Table 2](#).

Table 2

Variable of the Study (Source Author)

Variables	Percentage (%)	Frequency	Mean (M)	Standard Deviation
Facilities and Equipment	-	-	1.80	0.442
Sufficient	127	79.8	-	-
Insufficient	35	22.4	-	-
Fitness Training	-	-	1.57	0.499
Sufficient	91	57.3	-	-
Insufficient	72	44.9	-	-
Coaching	-	-	1.97	0.164
Sufficient	157	98.7	-	-
Insufficient	5	3.5	-	-
Financial Benefits & Incentives	-	-	1.94	0.264
Sufficient	149	93.6	-	-
Insufficient	13	8.6	-	-
Management and Administration	-	-	1.90	0.310
Good	144	91.2	-	-
Bad	18	11.7	-	-
Academic Performance/Challenges	-	-	1.95	0.495
Appropriate	150	94.8	-	-
Inappropriate	12	7.4	-	-
Nutrition and Diet	-	-	1.57	0.599
Sufficient	92	58.1	-	-
Insufficient	72	44.8	-	-

According to the descriptive analysis, the variables' highest mean was found to be 3.00, while their lowest mean was found to be 1.00. Nevertheless, variables were defined as above average if their mean was more than 1.5 and below average if it was less than or equal to 1.5. [Table 2](#) shows that a significant proportion of wushu student players, namely 78.7%, felt that the facilities and equipment provided were both in terms of number and quality.

Additionally, a lack of this kind was indicated by 21.3% of wushu student athletes. Regarding the fitness and training aspects, slightly more than half of the wushu

student players (56.2%) reported having adequate facilities, while 43.8% of reported having inadequate training, and 43.8% of reported having inadequate training and fitness facilities and also expressed dissatisfaction with the resources that were available as shown in [Figure 1](#). Furthermore, a vast majority of wushu players (97.6%) expressed their belief that they had received adequate coaching, while a small percentage of wushu athletes (2.4%) claimed that their instruction had been insufficient. In relation to the financial advantages and incentives variable, the majority of Wushu student-athletes (92.5%) stated that they received a sufficient amount of these, while

less than a tenth of Wushu players (7.5%) reported that they did not get any of these circumstances

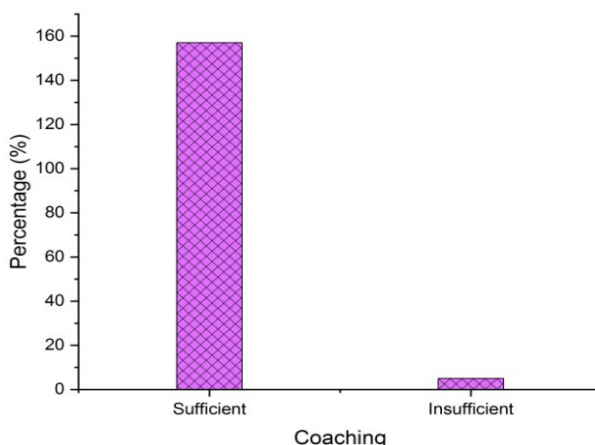


Figure 1: Academic Performance/Challenges of Wushu Sports

Additionally, the management and administration component revealed that while around one-tenth of the wushu players (10.6%) registered their negative

sentiments toward management and administration, the majority of participants (89.4%) considered these areas to be at a good level as shown in Figure 2.

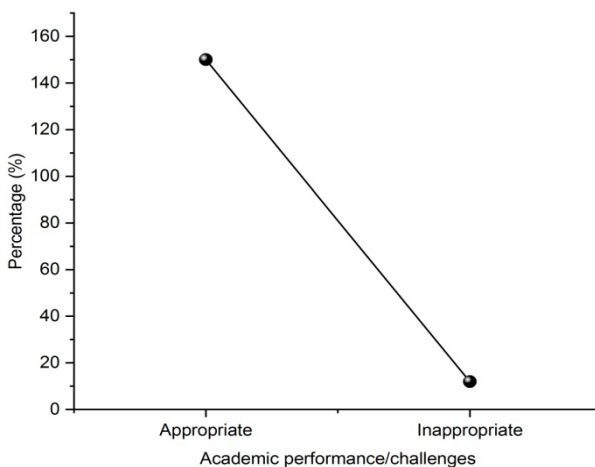


Figure 2: Management and Administration

Regarding academic performance and obstacles, 93.7 percent of participants reported that their academic performance was adequate, whereas 6.3% of the wushu athletes reported performing poorly. Additionally, over half of the wushu players (56.2%) reported feeling that their food and nutrition were

adequate. Whereas over two-fifths of the wushu student athletes (46.8%) felt that their diet and nutrition were inadequate, as shown in Figure 3. The student-athletes were also questioned about their future prospects. Table 3 displays the student athletes' replies.

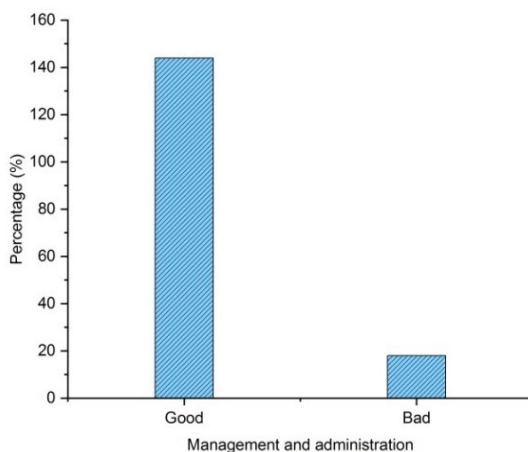


Figure 3: Coaching of the Student Athletes

Table 3*Student Athletes' Opinions of their Prospects and Opportunities (Source: Author)*

S. No.	Statement	Yes	To Some Extent	No
1.	If the institution adjusts the curriculum for student-athletes, they also succeed academically	25 (85%)	7 (22%)	0
2.	Enrolling at a sports academy is preferable to taking a course at a university through a sports quota	13 (40%)	11 (34.3%)	9 (27.7%)
3.	Student athletes benefit from admission through sports quotas as they develop their careers in both academic and athletic domains	20 (64.4%)	7 (21%)	6 (17.7%)
4.	The essential facilities required by a student-athlete	5 (17.8%)	9 (27.7%)	18 (57.8%)
5.	Students perform sports at universities have the opportunity to advance to national championships.	18 (54.5%)	5 (14.3%)	10 (32.4%)

According to [Table 4](#), student-athletes believe that if the institution redesigns the curriculum, they can succeed as well (80%). According to 63.3% of respondents, being admitted under the sports quota has aided in their career development in both academics and athletics. 10% of wushu student-athletes provided that they agreed with the statement that it is preferable to enroll in a sports school rather than taking a course at an academic institution through sports quota, while 40% of them fully agreed. If their university provides all the necessities required by a student-athlete, as they were

questioned. Only 16.7% of wushu student-athletes responded to this item by explaining that they receive all the basic amenities they require, while 26.7% announced that they receive part of the minimum facilities. Student athletes stated that their university gives them a platform to advance a national competition at a higher level, according to 53.3% of them. Questions on the difficulties and obstacles student-athletes had in juggling their engagement in sports and their studies were posed to them. [Table 4](#) presents the findings.

Table 4*Wushu Student Athletes Describe the Difficulties they Face (Source: Author)*

S. No.	Statement	Yes	To Some Extent	No
1.	finds it difficult to maintain the necessary grades for eligibility	19 (61%)	6 (17.7%)	7 (24.4%)
2.	struggles to stay up with the academic schedule	22 (72%)	4 (12%)	7 (21%)
3.	Academic performance is impacted by sports injuries	17 (54.9%)	8 (25.6%)	8 (25.7%)
4.	Students who play sports have a dual burden as they balance the demands of both athletics and academics.	23 (74.4%)	8 (24.5%)	2 (4.6%)
5.	Considers it difficult to preserve your health	10 (31%)	8 (24.3%)	15 (47.8%)
6.	Good performing classmates normally keep their distance from participation	7 (21%)	5 (14.5%)	21 (67.8%)
7.	Academic pressure, enduring poor sports performance	22 (71%)	6 (17.8%)	5 (14.3%)
8.	Student athletes should take separate assessments based on how quickly they learn	18 (58.9%)	6 (17.8%)	9 (28.5%)

The results show that 96.7% of student athletes concur that university instructors and coaches should undergo special orientation to help them better grasp the issues faced by student-athletes. Seventy percent of student-athletes expressed challenges in maintaining academic performance, concentration during classes, and readiness for tests. Eleven percent indicated they are provided the same assignments and tests to write as non-athlete students, and this is really challenging for individuals. Ninety seven percent specified that their sports practice suffers when they become more involved in academics.

5. Discussion

The study's goal was to assess in detail about the difficulties and barriers that wushu competitors face at the collegiate level. Athletes' opinions on facilities and

equipment, coaching, management as well as administration and financial incentives were largely good, according to the study's findings. Certain concerns were raised about the quality of the nutritional and dietary offerings and the sufficiency of exercise regimen. The results of this study show the need for specific fitness programs by pointing out possible differences in physical fitness among student wushu athletes.

Comparing athletes with unstructured fitness programs to those with organized programs, it was found that the former had lower levels of physical fitness. Furthermore, it was noted that fitness training also essential to the growth of wushu athletes, emphasizing the value of encompass training program that includes both physical conditioning and wushu methods ([Agarwal & Arora, 2020](#)). It was mentioned that insufficient facilities and equipment can cause athletes to lose motivation. Furthermore, a lack of

amenities may make accidents more likely, underscoring the critical need of well-equipped training facilities for athlete performance and safety (Fan, 2021). However, a sizable portion of these athletes demonstrated discernible dietary concerns over food and nutrition. Their entire well-being and long-term success were also negatively harmed by this malnourishment, in addition to their immediate performance. According to the results, which the student-athletes reported the institution redesigns the curriculum for them, they can succeed as well (80%). According to 63.3% of respondents, being admitted under the sports quota has aided in their career development in both academics and athletics. They were questioned about their university provided the necessities for a student-athlete. In response to this statement, 16.7% of student-athletes suggested they receive all the basic amenities they require, while 26.7% claimed they only receive part of these resources (Gomez et al., 2018).

6. Conclusion

Athletes showed broad satisfaction with coaching, administration, academic achievement, and financial incentives, but there were some noticeable issues with physical training, diet, and the accessibility of facilities and equipment. Investing in modern training facilities

and equipment is essential to improve the wushu experience for student-athletes at the college composes level. Furthermore, the analysis of all-inclusive exercise programs and the supply of customized food plans are crucial in this context. According to the questionnaires, student athletes struggle to strike a balance between their academic obligations and athletic activity. The findings revealed notable deficiencies in the primary issues raised by student-athlete wushu practitioners, with 92.5% of respondents saying they obtained a satisfactory quantity. According to their reports, several of their most significant challenges include failing to turn in assignments on time, finding it difficult to attend classes on a regular basis due to sports-related practices and competitions, having trouble writing tests and assignments that are assigned to students who aren't athletes, finding difficult to participate in academics as their sports practice suffers, having trouble studying for tests and having trouble concentrating in class.

7. Acknowledgement

Research on the Application of Situational Teaching Method in the Teaching of Martial Arts Courses in Our School Subject No: A1-6101-20-002-08-24

Reference

- Agarwal, M., & Arora, S. (2020). Sports facility management and higher education institutes. *International Journal of Physiology*, 5(1), 242-245. <https://www.journalofsports.com/pdf/2020/vol5issue1/PartE/5-2-5-125.pdf>
- An, H. (2020). Thoughts on Skill Transmission and Cultural Inheritance of Wushu Teaching in Colleges and Universities. In *6th International Conference on Humanities and Social Science Research (ICHSSR 2020)* (pp. 69-72). Atlantis Press. <https://doi.org/10.2991/assehr.k.200428.016>
- Chen, X. (2022). Research on the Construction of Evaluation System of College Physical Education Wushu Teaching under Multiple Intelligences Theory. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 31(2), 113-122. <https://rpd-online.com/index.php/rpd/article/view/716>
- Chen, Z., Wu, Q., Han, S., Zhang, J., Yang, P., & Liu, X. (2022). A study on geological structure prediction based on random forest method. *Artificial Intelligence in Geosciences*, 3, 226-236. <https://doi.org/10.1016/j.aiig.2023.01.004>
- Fan, T. (2021). Experimental analysis of the influence of Wushu teaching on male college students in China. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 30(2), 246-257. <https://mail.rpd-online.com/index.php/rpd/article/view/387>
- Gomez, J., Bradley, J., & Conway, P. (2018). The challenges of a high-performance student athlete. *Irish Educational Studies*, 37(3), 329-349. <https://doi.org/10.1080/03323315.2018.1484299>
- Jia, Y., Theeboom, M., & Zhu, D. (2020). Teaching traditional Chinese martial arts to con-temporary Chinese youth—a qualitative study with youth wushu coaches in China. *Archives of budo*, 16(7), 1-10. <https://cris.vub.be/ws/files/66873452/13212.pdf>
- Lei, Z., & Lv, W. (2022). Feature Extraction-Based Fitness Characteristics and Kinesiology of Wushu Sanda Athletes in University Analysis. *Mathematical Problems in Engineering*, 2022(1), 5286730. <https://doi.org/10.1155/2022/5286730>
- Li, H. (2020). Study on the influence of psychological intervention on mood state and coping styles for high-level athletes: A case study for wushu sport in China. *SAGE Open*, 10(3), 2158244020932519. <https://doi.org/10.1177/2158244020932519>
- Li, L., Geok, S. K., Li, H., Talib, O., Sun, H., & Lam, S. K. (2024). A comprehensive study on physical fitness of Wushu routine athletes based on video-driven core strength training mechanism in wireless network. *Wireless Networks*, 30(6), 4643-4654. <https://doi.org/10.1007/s11276-022-03094-7>

- Li, Y., & Song, G. (2023). Research on Dissemination Strategy of martial Arts Intangible cultural Heritage in Anhui Area in New Media Era. *International Journal of Education and Humanities*, 9(1), 165-171. <https://doi.org/10.54097/ijeh.v9i1.9383>
- Portaz, M., Corbi, A., Casas-Ortiz, A., & Santos, O. C. (2024). Exploring raw data transformations on inertial sensor data to model user expertise when learning psychomotor skills. *User Modeling and User-Adapted Interaction*, 1-43. <https://doi.org/10.1007/s11257-024-09393-2>
- Su, Z. (2022). Artificial intelligence in the auxiliary guidance function of athletes' movement standard training in physical education. *Journal of circuits, systems and computers*, 31(11), 2240001. <https://doi.org/10.1142/S0218126622400011>
- Tzeng, C.-C., Tan, T.-C., & Bairner, A. (2023). Responder or promoter? investigating the role of nation-state in globalization: The case of China's strategies in the global wushu movement. *International Review for the Sociology of Sport*, 58(2), 308-327. <https://doi.org/10.1177/10126902221096947>
- Wang, Z., Liu, Y., & Zhang, S. (2022). Multisensor data fusion system for wushu sanda teaching in higher education institutions. *Wireless Communications and Mobile Computing*, 2022(1), 6144744. <https://doi.org/10.1155/2022/6144744>
- Xiao, J. (2023). A Study on the Sports Injuries in Wushu Teaching at Beichen Children's Art School in Hohhot. *Pacific International Journal*, 6(2), 19-23. <https://doi.org/10.55014/pij.v6i2.337>
- Xiu, L., Chen, L., Mingjing, Z., & Weimei, L. (2022). Application and Practice of the Teaching Model of "Promoting Teaching by Competition" in Tourism Management Specialty. *Journal of Landscape Research*, 14(1). <https://doi.org/10.16785/j.issn1943-989x.2022.1.028>
- Zhang, T., Lim, B. H., Zhang, C., & Li, C. (2023). Impact of Wushu Education on the Social Adaptability of Chinese University Students. *Environment-Behaviour Proceedings Journal*, 8(26), 161-166. <https://doi.org/10.21834/e-bpj.v8i26.4954>