



Guideline of Management to Promote the Wushu in Primary Schools

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Received 14/05/2023

Revised 20/05/2023

Accepted 21/05/2023

Abstract

Background and aims: Wushu was a traditional sport in China and is one of the sports in the curriculum of educational institutes. Wushu is paid important roles in health, culture, career development, and pride in the traditional sport of China. This research aims to develop guidelines for management to promote Wushu in primary schools.

Methodology: The questionnaires were distributed to 395 students and 89 teachers from 15 schools in Xian City, China. The data were analyzed with descriptive statistics, concluded, and used as a baseline for developing guideline management to promote Wushu in Primary Schools.

Results: The result showed that 1) Schools should set plans for sports areas, fields, facilities, and equipment, to support teaching and learning, and extra curriculum activities, 2) Establish Wushu in required courses and elective courses 3) Organize school networks and community networks, 4) Provide the parents and family engagement to support the students in participating sports activities. 5) Provide sports talent projects to support students and teachers, 6) Provide extra curriculum activities on after-school training, competitions, and Wushu clubs.

Conclusion: Wushu promotion in primary school students should run with the cooperative network among schools and communities. The schools should provide required and elective courses in Wushu, extra curriculum activities, sports venues, and facilities, wushu competitions, and sport talents projects in schools.

Keywords: Wushu; Sports Promotion in Schools; Sport Management

Introduction

Regular participation in sports and exercise is one of the most important daily activities which can improve and maintain everybody's health status. Being physically active can improve your body and mind fitness, control weight, reduce the risk of disease, strengthen bones and muscles, and improve your ability to do daily activities. Cultivating sports, exercise, and physical activities in students is a strategy of education to grow the children and hope to engage them in lifelong daily activity. Physical education aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle through participation in selected exercises, sports, and games. One of the popular sports in classes is Wushu which most educational institutes from primary schools through university, usually put in the curriculum. and extra curriculum activities. The primary school period is very important to cultivate and adhere to sports and other behavior. But there is no appropriate management on Wushu promotion to gain more occasions for the students to participate and develop. The development of the sport from fundamental sports skills to sports for excellence with the cooperation of family level, schools, communities, province, region, national and international levels (Tasnaina, N., & Tasnaina, O., 2022, Shongpranam, R., Tasnaina, N., Plungsawan, S., & Tongchai, P., 2021).

Jansukwong, B., Sungkawadee, P., Koeipakvaen, T., & Suksai, P., (2019) found in her research that sport management for to be excellent at Thailand Sports School of Thailand National Sports University, Ministry of Tourism and Sports. Should, 1) trainer/sports specialist, 2) sports science, 3) place/equipment and facility, 4) budget 5) organization management, 6.) Practice, 7). Competition experience, 8) athlete selection, 9). athlete readiness, 10). promotion, support, and motivation, and 11) interested person. To promote sports and exercise in schools, Francophonie Afro Bangla Sports Trust (2023) stated that 1) Approaching the school principals and talking to her/him about the importance of physical education in schools and try to lobby for her/his school to be part of the pilot project.2) Recruiting sportsmen and women and providing them with relevant information on sports and physical education 3) Teaching sports and physical education to the students 4 hours per week in each school. 4) Organizing games and competitions between the schools 5) The support of the Parents committees of the schools to ensure sustainability 6) Technical capacity of the volunteers and the commitment of

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Citation:

Gou, Z., Siriphan, C., (2023). Guideline of Management to Promote the Wushu in Primary Schools.

International Journal of Sociologies and Anthropologies Science Reviews (IJSASR), 3 (3), 173-184;

DOI: <https://doi.org/10.14456/jasr.2023.44>





the school's administration to run the program. And Cardon, Greet M., et al., (2012) studied the "Physical activity promotion in schools: which strategies do schools (not) implement and which socioecological factors are associated with implementation" The sample was 3438 schools in Flanders, the Dutch-speaking part of Belgium, a randomly selected sample of 758 schools (50% elementary, 50% secondary) was invited to participate in the present study, based on statistical power analyses and a response rate of 32% in a recent school survey by the Flemish government, the study found that 1) Having better knowledge of community schools and having attended in-service training on building school-community partnerships were the only factors that were positively associated with implementation scores for the strategies and organizational principles in both elementary and secondary schools. 2) Having attended in-service training on whole-school PA promotion also was positively associated with implementation scores in elementary and secondary schools except for the implementation of organizational principles in secondary schools. In elementary schools, awareness of a national PA project with a whole-school strategy (Fit school) was positively related to the implementation score for the strategies. 3) All schools had PE lessons at least twice a week and almost all schools approached PA also in other subjects than PE. Sports fields and equipment for sports and play were provided in 81% of the elementary schools and 64% of the secondary schools. Less than half of the elementary schools organized sports and PA during lunch breaks and only 26% organized after-school sports. For secondary schools, the least implemented strategies were the promotion of active school commuting (43%) and the organization of after-school sports and PA (35%). As for the strategies, the composite or total implementation score did not differ between elementary and secondary schools. 3) Participation in after-school activities from the School Sports Association was positively associated with the implementation of the organizational principles in elementary and secondary schools and with the implementation of the strategies in secondary schools. 4) Partnership with a 'sport and PA leader' was positively associated with the implementation of the strategies in elementary schools. More interest from the school board in school-community partnerships is associated with higher implementation scores for the strategies in secondary schools and for the organizational principles in both elementary and secondary schools. In secondary schools, a higher priority of other themes than PA was negatively associated with the implementation of the strategies.

"To foster students' interest in sports and promote a sporting culture in schools, in addition to the existing physical education curriculum, various government departments and organizations have been committed to promoting sports activities in schools and the community. These activities are conducted as extracurricular activities to encourage regular participation of students and increase the number of activities for the enhancement of physical fitness and building an active and healthy lifestyle" (Cultural, Sports, and Tourism Bureau, (2023). These stated the importance of sports and education in schools. The strategies to promote sports in school should provide: 1) School Sports Program, 2) Student Athlete Support Scheme 3) Opening up School Facilities for Promotion of Sports Development Scheme 4) Schools Sports Competitions, and 5) School Sports Promotion Coordinators. World Health Organization (2023) presented in "Promoting Physical Activities Through Schools: Policy Brief" that all children and young people can be physically active regularly, which will contribute to preventing the increasing public health problem of childhood obesity. It outlines six evidence-based domains for promoting physical activity in schools. The projects to drive have consisted of 1) Quality physical education, 2. Active travel to and from school 3. The active before- and after-school program, 4. Opportunities during recess to encourage physical activity, 5. Active classrooms, and, 6. Inclusive approaches to physical activity. Braksiek, M.; Pahmeier, I.; Gröben, B.; Lindemann, U. (2022) studied "Implementation of Physical Activity-Based Health Promotion Measures in Schools—Examples and Evaluations from Germany" found that Overall, the evaluation indicated that financial investments in health-prevention and -promotion measures in the school setting are beneficial, particularly important as students spend more and more time in schools and access to sports clubs. Additionally, the findings concerning differences between school types should be considered in future projects to implement such concepts. Teacher training for secondary schools also is effective with adolescents. the factors affecting the implementation of PA-based health promotion measures in schools. These measures require more





attention from a scientific perspective, but should also be supported by political stakeholders, as evidence-based and well-implemented measures.

The basic Plan for the Promotion of Sports consisted of primary strategies, 1) Policies for Improving Regional Sports Environments to achieve Lifelong Participation in Sports 2) Measures Aimed at Overall Improvement in Japan's International Competitiveness 3) Measures to Promote a Closer Link between Lifelong and Competitive Sports and School Education and School Sports, For the sports in schools this policy stated on 1) Fostering a closer link between the schools and our local communities to help our children achieve a fulfilled sports life 2) Promoting a Closer Link between the Schools and the Sports Clubs to upgrade International Competitiveness 3) Enhancing school education to let students enjoy exercise and cultivate their talents, abilities and stamina 4) Increasing PE instructor staff at the schools and upgrading the school facilities 5) Improvement and Upgrading of the School Sports Clubs. Cockton Hill Junior School (2023) believed that Physical Education, School Sports, and Physical Activity play a vital part in promoting social inclusion, healthy lifestyles, and self-confidence in our pupils. We want all children to enjoy sporting activities and continue to engage with them throughout their lives. So he provided 1) The PE and sports activities for students 2) the engagement of all pupils in regular physical activity 3) Recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school 3) the profile of PE and sport is raised across the school as a tool for whole-school improvement 3) Increased confidence, knowledge, and skills of all staff in teaching PE and sport broader experience of a range of sports and activities offered to all students 4) Increased participation in competitive sport. Bocarro, J., Kanters, M.A., Casper, J., & Forrester, S., (2008) "School Physical Education, Extracurricular Sports, and Lifelong Active Living" found that A critique of the role of various sports-related initiatives that have been developed to address obesity epidemic currently facing children within the United States. The researcher supported the notion that a physical education curriculum that includes intramurals before, during, and after school can help children learn the skills to enjoy participation in a variety of sports designed to facilitate lifelong active living. The study on Wushu in schools, Qin Hua (2019) studied the Integrating of Traditional Wushu Culture into College Physical Education and found that The introduction of traditional Wushu teaching in college physical education can not only enrich the diversity of sports but also promote the traditional Wushu culture among students. Therefore, in the specific practice of traditional martial arts teaching, traditional martial arts teaching teachers in colleges and universities should constantly improve their martial arts teaching quality and promote the promotion of traditional martial arts teaching and traditional martial arts culture. The researcher stated the benefit of Wushu as 1) Cultivating the Strong Will Quality of College Students 2) Enhancing the Physical Quality of College Students 3) Improving Students' Social Adaptation Ability 4) Maintaining the pride of the Inheritance of Traditional Wushu Culture.

The above mentions presented the benefits of Wushu and the importance of sports promotion in schools. The researcher was interested in this and would like to study the management to promote Wushu among primary students because it could cultivate them to engage in Wushu for lifelong. The research on a guideline management model according to the survey of problems, opinions of development, and suggestions of the experts is the way to develop the Wushu promotion in schools and could drive Wushu to be popular among primary school students.

Objectives

1. To develop guideline management to promote Wushu in primary schools within Xian City, China
2. To confirm the satisfaction, appropriateness, and practicality of the developed guideline management.

Literature Review

The Benefit of Physical Education and Sports in Schools (Singh et.al.2019, Bailey R,2006, Sisad.org,2023)

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Physical education is an important part of a student's education because it helps them to stay healthy and learn teamwork skills. In addition, physical education can help students maintain a healthy weight and develop lifelong physical activity habits. Schools need to provide physical education classes so that all students have the opportunity to benefit from these positive outcomes.

Sport is good for your physical and mental health. They also help develop leadership skills and equip them with the ability to set goals and build character. Participating in sports can lead to higher self-esteem and better social interaction. It also helps students have a positive outlook on life. Sports transform a student on a personal level. Leadership qualities, team spirit, and perseverance are all mastered through sports. Besides building the physical stamina of the students, sports could cultivate a pattern of discipline, determination, willpower, and obedience. Cognitive abilities in children are proven to have been increased due to regular physical activities. Rationale, decisiveness, and the overall mental development of the students have shown to be improved due to sports. Researchers have linked sports with the overall development of a child. Physical activities release endorphins, oxytocin, and dopamine, known as the 'happy hormones', thereby positively influencing a child's mind. Not just mood upliftment, but sports equip a student to respond to defeats in a healthy and sportive manner. This again is carried by the students throughout their lives.

So physical education has many benefits, and schools need to offer this type of program. Physical education helps children stay healthy and fit, teaches teamwork skills, and can improve academic performance. It is an integral part of a well-rounded education and can help a child in many ways.

Singh et.al (2019) found the beneficial effects of PA interventions on cognitive and overall academic performance in children. We conclude that there is strong evidence for the beneficial effects of PA on mathematics performance. The expert panel confirmed that more 'high-quality' research is warranted. By prioritizing the most important research questions and formulating recommendations, we aim to guide researchers in generating high-quality evidence. Our recommendations focus on adequate control groups and sample size, the use of valid and reliable measurement instruments for physical activity and cognitive performance, measurement of compliance, and data analysis.

The functions of physical education in schools are: 1) teach essential body management skills. 2) promoting physical fitness for fun, firmness, and friendliness, 3) developing teamwork, sportsmanship, and cooperation for social adjustment and cooperative work. So, a class and activity in physical education should focus on 1) physical development, 2) mental development, 3) social development, 4) emotional development, 5) neuro-muscular coordination, 6) development of health, and 7) lifelong participation in sports and exercise behavior

There are many strategies to promote physical and sports in schools and here are some of the principles of them (Francophonie Afro Bangla Sports Trust, 2023 World Health Organization 2023, Tasnaina, N., & Tasnaina, O., 2022, Athletics Canada, 2015)

1. Given the importance of school sports, all schools are expected to promote sports and make sure that the school environment is favorable for sports development activities; teachers, parents, districts, and the community at large will have to play a role to make sure that school children benefit fully from physical activities and sports.

2. A sports promotion in school must provide equal opportunity for all children, girls, and boys will be stimulated to practice sports.

3. There are sufficient sports facilities available, enough sports courts, areas, equipment, and materials,

4. There is competent technical staff to support sports.

5. There are courses, and lessons, for teaching and learning both requirements and electives for students.

6. Developing projects, training, and examining the talents of young children are detected and developed.

7. The schools must provide both exercise and sports both in curriculum and extra curriculum activities.

8. Pay attention to physical literacy, sport for all, basic sports skills, and sport for excellence.





9. Manage a network with outside communities, sports clubs, sports academies, and organizations to cooperate and works to promote sports for students and teenagers.

10. Apply the Long-Term Athlete Development to be a concept to promote sport and exercise in schools.

Development of Wushu

Sport management theories and principles

Sports management is the field of business dealing with sports and recreation. Sports management involves any combination of skills that correspond with planning, organizing, directing, controlling, budgeting, leading, or evaluating any organization or business within the sports field. The growth and professionalization of sports have driven changes in the consumption, production, and management of sporting events and organizations at all levels of sports. Sports managers engage in strategic planning, manage large numbers of human resources, deal with broadcasting contracts worth billions of dollars, manage the welfare of elite athletes who sometimes earn 100 times the average working wage, and work within highly integrated global networks of international sports federations, national sport organizations, government agencies, media corporations, sponsors and community organizations (European Wushu And Kungfu Federation. 2023)

The principles and theories of management to run a task. most important in the management of any task are functions of management which every task and operation has to run. The function management comprised of POLC which there are: (European Wushu And Kungfu Federation. 2023)

1 Planning is the purpose of ascertaining in advance what is supposed to be done and who has to do it. This signifies establishing goals in advance and promoting a way of delivering them effectively and efficiently.

2. Organizing is the administrative operation of specifying grouping tasks, and duties, authorizing power, and designating resources needed to carry out a particular system. Once a definite plan has been set for the completion of an organizational intent, the organizing party reviews the actions and resources expected to execute the program. It ascertains what actions and resources are needed. It determines who will do a distinct job, where and when it will be done.

3. Leading is the process that involves directing, leading, and encouraging employees to complete the tasks allocated to them. This entails building an environment that inspires employees to do their best. motivation and leadership are 2 chief elements of direction. communicating efficiently as well as managing employees at the workplace. building an atmosphere that urges them to want to work.

4. Controlling is the management operation of controlling organizational achievement towards the accomplishment of organizational intentions. The job of controlling comprises ascertaining criteria of performance, computing the current performance, comparing this with organized rules, and taking remedial action where any divergence is observed to ascertain what activities and outputs are important to progress, how and where they can be regulated, and who should have the power to take remedial response. (Masteralexis L.P.Barr, C.A, Hums M.A. 2009)

Conceptual Framework

The research title “Guideline of Management to Promote the Wushu in Primary Schools” was designed as a conceptual framework with the following;



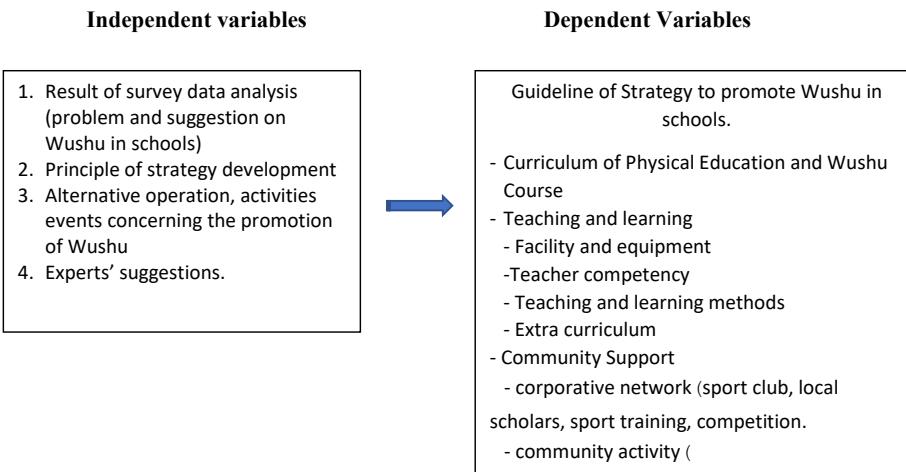


Figure 1 Conceptual Framework

Methodology

Population and sample: The population was students and teachers in 49 primary schools in Xian City, They were 2900 students and 398 teachers. The sample was students in grades 4 5 6 which sampling as the Yamane was 353 and teachers 53. Then researcher sampling by proportional to a size calculation. And The sample was 398 students with 212 males and 186 females, and teachers were 89 of 52 males and 37 females.

Research tools: (1) Interviewing form to collect data from 9 experts related to teaching and learning Wushu in schools and community promotion on the Wushu. (2) Questionnaires for students to survey the problems, obstacles, and suggestions concerning Wushu teaching and learning, and promotion in schools and the community, there were 31 items. They were 5 rating scale and opened end. The validity by IOC with 3 experts was .66-.1.00. And (3) Questionnaires for teachers to survey the problems, obstacles, and suggestions concerning Wushu teaching and learning, and promotion in schools and the community, there were 37 items. They were 5 rating scale and opened end. The validity by IOC with 3 experts was .066 -1.00

Collecting data process: The interviewing experts the researchers informed and sent them a research proposal, and research details before the interviewing, then appointed the date and time to phone in interviewing. And Questionnaires distribution and collection, the researcher communicated with administrators of the target school to ask for cooperation to collect data, then delivered the questionnaires to them to be delivered and collected, and send back to the researcher.

Data Analysis: The interviewing data were analyzed by content analysis. The questionnaire data were analyzed in mean, standard deviation, and percentage.

Results

The perceived opinions about Wushu's promotion of students were as follow:

A. The opinion on facility and equipment for Wushu was at a high level on the adequacy of facility and equipment on 1) Most of the students have safeguards (3.86/0.664), 2) Most of the students have their own dress (3.50 /0.767), but perceived a moderate level on 1) Standard of court and equipment (3.41/0.671), and 2) Adequacy of facility equipment and wushu floor for learning and practice (3.29/0.511).

B. The opinion on the quality of teaching and learning was at a high level 4 items on 1) The students are satisfied with their grades (4.26/0.527), 2) the technique and method of teaching interesting to students (3.87/0.088) and 3) Students satisfied grades in Wushu classes (3.86/0.715), 4) Competencies of a teacher in a Wushu (3.50/0.815), But at a moderate level on "teachers devote time and effort to teaching" (3.47/0.871)

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C. The opinion on their ability and interest in learning Wushu at a very high level on the practice after school time (4.90/0.358), and at a high level 4 items on 1) Teachers motivate the students to participate in sports and exercise (4.26/0.527), 2) Most of the students are satisfied with their grades (4.19/0.450), 3) Students were interested in Wushu and want to learn at the next level. (3.83/0.860) 4) Students want to test the belt certificate (3.55/1.00), but at a moderate level 3 items on, 1) Most of the students had progression in Wushu after learning (3.46/1.86), 2) Students usually participate in sports activities in schools and the community (3.42/1.00), and 3) Students eager to join the Wushu class (3.33/0.952).

D. The opinion on the extra class activities was at a high level 2 items on 1) Students want to practice Wushu after school (3.98/0.011), 2) Students want to Wushu club (3.96/1.01), and was at a moderate level 2 items on 1) Students want to join Wushu competitions in schools (3.47/0.891), and 2) Students want to train to be an athlete (3.39/0.825)

E. The suggestion to the school administrators was at a high level on all 5 items 1) Schools should provide special projects to recruit students who are skillful in sports (4.47/0.500), 2) The school should organize a Wushu competition, (4.47/0.500), 3) The schools should set up a Wushu club in school (3.92/0.859), 4) Set agreements with higher schools to admit the athletes' students to study at the higher education level (3.95/0.904) 5) Schools should make a connection to outside experts, and athletes for cooperation in Wushu (3.91/0.703), 6) The schools should organize various levels of Wushu in the curriculum (3.89/0.669), 7) Schools should provide coaches to train the students after school time (3.67/0.687)

F. The opinion on Community and Sports was at a very high level on "Students want their parents to support their need for sports" (4.51/1.710), and at a high level on 1) Students want the communities to provide wushu training for them (3.92/0.859), 2) Students want to join clubs outside the schools (3.86/0.664), and 3) Students want the communities to provide wushu facilities for them (3.83/0.860).

The perceived opinions about Wushu's promotion of teachers and coaches were as follow:

A. The opinion on facility and equipment for Wushu at a high level 3 items on 1) Adequacy of equipment to support teaching and learning (4.27/0.055), 2) the standard of court and equipment (4.31/0.59), but at a moderate level on 1) the adequacy of facility and equipment to support teaching and learning (3.37/1.03), 2) Service management to use the facility and equipment (3.35/1.01), 3) Adequacy of Wushu courts (3.12/1.19), 4) Maintenance of the room space equipment (2.57/1.30)

B. Most of the teachers /coaches responded to the opinion on the quality of teaching and coaches at a high level on 1) The Physical education class motivates the student to participate in sports and exercise (3.83/0.92), 2) Teachers pay an effort to support the needed student in the extra period after school hours (3.79/0.65), but responded at a moderate level on 1) Knowledge and skill in Wushu of teachers and coaches (3.09/0.83), 2) Techniques and process of teaching (3.02/0.74), 3) The teachers have connections and networks with experts, specialists, and sports organizations outside the schools (2.93/1.20), 4) Teachers possessed a certificate of Wushu coach/referee (2.83/1.32), and it was very interesting that the teacher and coaches responded at a low level on the " Teachers devote time to advise, train, teach the students" (2.37/1.37).

C. Most of the teachers /coaches responded to the opinion on the requirement for support from schools at a high level on 1) Schools organize sports competition periods such as sports days, and competitions among student classes (4.14/0.72), 2) Schools set a ceremony or honor board for the students who won a competition (4.09/0.29), 3) Schools provide teaching and learning small Wushu in schools (3.93/0.88), 4) Schools should provide special projects to recruit students who are skillful in sports (3.83/0.79), 5) Schools provide teaching and learning small Wushu in schools (3.75/0.99), but responded at a moderate level on, 1) Schools support the teachers to participate in and develop sports activities and knowledge (3.39/0.49), 2) School Administer allow the teachers to join the Wushu / small Wushu activities outside of schools 3.48/1.04), 3) The school sends the students to join the small Wushu competition outside of school (3.49/0.79), 4) Schools provided small Wushu clubs for students (3.44/0.66), 5) Schools provide special assistance in learning for athletes students (3.27/0.53)





D. Most of the teachers /coaches responded to their opinion on the student's learning and success at a high level on level 1) Students usually join the extra curriculum activities (4.03/0.69) and 2) Students are active and eager to participate in PE class (3.96/0.78) but at a moderate level on 1) Most of the students are good at sports skills (3.44/0.77) 2) Students are satisfied with their grades in small Wushu class (3.42/0.82) 3) Many students like to learn and practice small Wushu (3.21/1.15) and 4) The student could learn small Wushu if they want to learn. (3.10/0.68)

E. Most of the teachers /coaches responded to the opinion on the request for the schools to provide some activities at a high in 7 out of 8 issues as in 1) Schools should provide special projects to recruit students who are skillful in sports (4.38/0.49), 2) The schools should establish a small Wushu club in school to support students and the public (4.25/0.44), 3) The school should organize an open small Wushu competition (4.25/0.44), 4) Schools should provide coaches to train the students after school hours (4.03/0.69), 5) Cooperate with the parents of students to enhance the small Wushu development of their children (3.87/0.87), 6) Schools should make a connection to outside schools clubs, experts, and athletes for cooperative promotion in sports. (3.76/0.70) 7) The school should organize an open small Wushu competition (3.57/1.46), but responded at a moderate level on 8) Set agreements with higher schools to admit the athletes' students to study in the higher education level (3.48/0.79),

According to the data analysis from the questionnaire. It could be concluded as follow:

1. Strength

1.1 Man: (1) Teaching had a high ability to support the need of students to learn and practice Wushu after school time. (2) Teaching had a high technique to motivate students to learn and participate in small basketball. (3) Teacher possessed a certificate in Wushu coaching or teaching. (4) Students satisfied with their grades. (4) Students eagerly join Wushu in training, learning, competition, test for certificates,

1.2 Materials Facility and Equipment: (1) The facility, equipment, and Wushu court were adequate. (2) There were standards and quality of Wushu mats. (3) Good service management and good maintenance of the facility, equipment, and room space. And (4) Most of the students have safeguards, and their own dress.

1.3 Management: (1) School support learning and teaching Wushu. (2) School declared the policy to support sports and exercise for the students. (3) School organizes sports competitions in schools. (4) School supported the student to be an athlete. And (5) School provides the occasion for the students to participate in Wushu after school time.

1.4 Weakness: (1) Moderate level of teacher and school connections and networks with experts, specialists, and sports organizations outside the schools. (2) Moderate-level teachers devote time to advice, train, teaching the students. (3) Moderate-level students are good at sports skills. And (4) Moderate-level students are active and eager to participate in PE class.

2. Suggestion to promote small basketball in schools.

2.1 Schools should establish a special project for the admission of skillful sports students.

2.2 Schools should support coaches to train the student to be athletes.

2.3 Schools should organize an open competition.

2.4 Schools should establish Wushu clubs in schools.

2.5 Schools should organize various levels of Wushu courses for students.

2.6 Schools should make a connection with outside clubs to cooperate with sports promotion.

2.7 Sign an agreement to a higher level of education for admission to the athlete to study in.

2.8 Cooperate with parents to let their children participate in Wushu.

Draft the guideline management to promote Small Wushu in schools according to the opinion and suggestions of teachers coaches and students.

1. Plan

1.1 All primary school students provide Wushu in the required course. And electives for further studies.



1.2 Establish networks of schools and communities in cooperating in Wushu's promotion to children.

1.3 Schools and Communities Provide Wushu Activities

2 Mission

2.1 Set school and club networks to drive Wushu as a favorite sport in the city.

2.2 Cooperative all schools to set a Wushu in curriculum and extra curriculum activities.

2.3 Prepare the Wushu promotion for schools and communities.

3. Strategies

3.1 Phase I: (1) Select the leader to activate the mission. (2) Set a meeting and invite schools' administration teachers, and community sports leaders to consul and set teamwork to activate the missions. And (3) Set a network to cooperate in running the mission.

3.2 Phase II: (1) Set up a team of teachers to develop a lesson plan activities and network for teaching and learning. And (2) Set a training program to train teachers in Wushu management, teaching, training, and organizing.

3.3 Phase III: (1) Activate Wushu in schools as a motor development in Physical Education classes. (2) Set up a Wushu club in schools and motivate community leaders to set up a club in the community. And (3) Provide after-school finance to train the student and regular competition to motivate the students.

3.4 Phase IV: (1) Establish an annual Wushu competition as an inter-school sports competition. And (2) Motivate the city to set up an open Wushu competition.

3.5 Phase V: (1) Schools set the policy to support athletic talents. (2) Schools support sports activity in schools and expand to the community. And (3) Seek for sponsors to support the Wushu activities in school networks.

4. Controlling

4.1 Set a team to supervise and follow up on the assigned activities.

4.2 Prepare an evaluation, and development process.

4.3 Set the meeting to distribute to progression, problem, and consensus on the future mission.

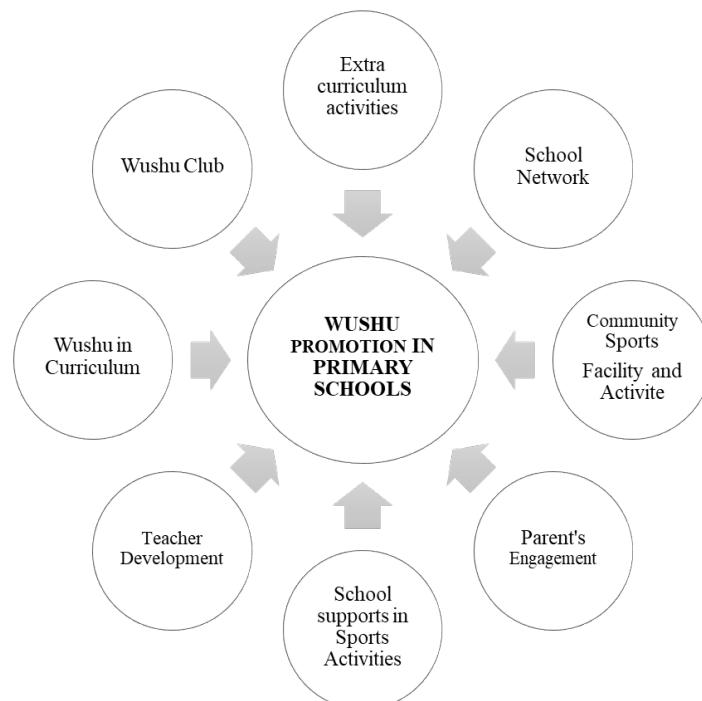


Figure 1 Diagram of Guideline Management to Promote Wushu in Primary Schools



Discussion

Promotion of sports and exercise in children and youths in schools, the school's administrators and teachers should consider physical education in the curriculum. They should put interesting sports activities both in requirement and elective courses to give the students to learn more in their favorite sport. The communities should provide areas, facilities and equipment, training courses, and competitions to support their need. (Tasnaina, N., & Tasnaina, O., 2022) and according to the Long-Term Athletes Development (Sportforlife.ca, 2023), the parents were the main supporting to cultivate the active start stage in the fundamental movement for the children, so the government should do some activities to motivate the parents of children which could lay down the gross movement development of the children (Simpson's psychomotor domain (1972), This could easily continue to learn to train in schools ages. (Tasnaina, N., & Tasnaina, O., 2022)

The teaching and learning of physical education in schools is an important period to cultivate knowledge, practice, and attitude toward sports and exercise. It was the root of sport and exercise adhesiveness for their lifelong participation, so the schools must provide the appropriate support for the teaching and learning process as follow:

1) Curriculum: Physical education in primary schools must provide required courses and electives courses. to give them a chance to learn more about the interesting sports activities which they can improve to be lifelong favorite sports and exercises. (Francophonie Afro Bangla Sports Trust (2023, Gogreenva.org (2023)

2) Sports fields, facilities, and equipment: the quality and amount of them should be considered to give a chance to students and teachers to use them to gain more learning outcomes. (Cultural, Sports, and Tourism Bureau, 2023, Orunaboka, T., & Nwachukwu, E. 2012, Cockton Hill Junior School (2023).

3) Teachers' competencies. Teachers in primary schools were very important because in this stage of learning. The students learn by imitation and guidance so the teachers must be their examples. The teachers must possess good knowledge, skills, and attitude in sports and exercise, teaching techniques, and good examples. (Gogreenva.org 2023, Simpson, E. J. (1972).)

4) Extra curriculum activities. In a class hour, there are many students and more purposes to develop so it was very hard to focus on sports skills for the students. The extra activities will fulfill the need to develop interests and skills in the sport of the student so the schools should provide extra activities for students to join them as specific sports clubs, sport skill training after school times, sports competitions, and outside schools' competition (Little, P., 2023).

5) After-School Activities: the schools should provide after-school activities for students to extend their learning beyond the class and curriculum. Schools should provide all students with the chance to extend their learning beyond the formal curriculum, so we created the After-School Activities program.

6) Schools' networks and communities' networks. These could be a corporative operation to achieve the objective of learning outcomes and the development of students (Little, P., 2023). The network will help to drive teaching and learning, practice, training, and competitions. The parent's or families' engagement could strengthen the learning and cultivate the behavior of the children (Marphatia et al., 2010).

Recommendation

1. Application of the research

1.1 The community sports staff and schools administrators could consider this guideline management and cooperate to organize the networks.

1.2 This guideline management could apply to other sports promotions in schools.

2. For further research

2.1 The dept data collection on schools' networks and community networks to promote sports is needed to collect and analyze for better corporative operation.





2.2 The extra curriculum and after-school activities were very important to enhance the sports performance of students because they could respond to their interest to participate and learn, so those should be considered into account.

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