



The Development of Track and Field Learning Management Model for High-Performance Athletics in Guangzhou

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Abstract

Background and Aim: In the construction of a sports powerhouse, the government has paid more and more attention to the training of track and field athletics, and learning management is one of the important components of the management of track and field athletics. The deviation of cultural achievements of Universities Track and Field Athletes exposes the inadequacy of the learning management model, optimizing the learning management model is an effective measure to improve the comprehensive quality of track and field athletics. This study was to construct a model of learning management of Universities Track and Field Athletes in Guangzhou.

Materials and Methods: This study employs the methods of in-depth interviews, questionnaire surveys, the Delphi method, and mathematical statistics. Based on the POLC theory, this article analyzes the current situation of learning management modes for college track and field athletes in terms of enrollment management, program management, major management, learning process management, assessment and ranking management, and graduation management. To this end, the article summarizes the influencing factors through expert evaluations and constructs a new learning management mode. 1.

Results: after analysis was found as follows : (1) Planning: implement strict enrollment management, and improve the cultural foundation of track and field athletes from the source. (2) Organization is the main structure for learning and management of college track and field athletes in Guangzhou including five parts: government, schools, academic teachers, coaches, and high-level athletes themselves. (3) Leading has established a governance system that promotes multi-party co-governance, mutual benefit, and mutual promotion establishes a unified national enrollment deadline, and postpones professional exams. And (4) Controlling reforms should be implemented in various aspects such as the recruitment of high-level athletes, professional settings, and training time for track and field athletes. The training time for athletes should not exceed 4 hours per day, ensuring that they have sufficient time for academic studies. Academic performance should be linked to training and qualification for competitions.

Conclusion: On the whole, the learning management model of university track and field athletes in Guangzhou presents the characteristics of "wide entry and wide exit", which reduces the admission requirements for cultural achievements to recruit athletes, exchange credits through sports training and competition results, implements incentive measures, and reduces course assessment requirements, etc. Ensuring that they complete cultural studies and can complete the required credits to meet graduation requirements, this "leisure" policy results in their academic level being lower than that of ordinary students.

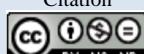
Keywords: High Performance Athletic; Learning Management Model; University Track and Field Athletic

Introduction

In the training of Universities Track and Field Athletes, we should pay attention to learning management while grasping competition training, because effective learning management can not only improve the level of track and field athletics 'cultural education but also improve the special knowledge of track and field athletics to promote scientific training (Li, C., 2020).

In the cultivation of collegiate track and field athletes, while focusing on competition training, it is also important to value learning and management. Effective learning management can not only enhance the cultural and educational level of collegiate track and field athletes but can also improve their specialized knowledge and promote scientific training (Li Chen, 2020).

At this stage, high-level track and field team members have problems such as improper learning attitudes, and a low cultural knowledge foundation in the learning of cultural knowledge, which leads to their negative and sluggish emotions in learning cultural knowledge (Liu, H. L., 2012).





Exposed the problem of the overall low cultural quality of the Universities Track and Field Athletes, which exposes the reality of an insufficient learning management model.

Research has found that there are several factors affecting the academic management of university athletes, including the athletes' subjective aspects, the development of academic curriculum within the university culture, family education, and social practices. To resolve the challenges faced by university athletes in their cultural studies, it is necessary to take into account these aforementioned factors (McMahon, 2018; Davis et al., 2019). Based on the aforementioned background and comprehensive considerations, the cultural management of college track and field athletes is an issue of the times and a universal problem. Optimizing the learning management model for college track and field athletes to promote the improvement of their cultural level is the current direction and goal that governments of various countries around the world are striving for together. Through this study, we aim to investigate the construction of learning management models for track and field athletes in universities in Guangzhou.

First, the study on the management mode of track and field athletes in universities in Guangzhou involves multiple stakeholders including the nation, schools, coaches, families, and the athletes themselves. Constructing a more reasonable study management mode based on the POLC theory can help alleviate and resolve the conflicts and contradictions among these stakeholders to a certain extent.

Second, looking at the practice of cultivating high-level athletes in domestic and foreign universities, government policy guidance plays an important role in the study management of athletes. The research findings can provide a scientific and objective basis for the Chinese government to better formulate policies and measures related to the study management of track and field athletes in universities.

Third, the research findings can provide practical references for optimizing the talent cultivation program for track and field athletes in universities in Guangzhou, improving the enrollment, professional arrangement, curriculum design, study process management, and graduation management of track and field athletes in universities. This can enhance the effectiveness of study management for track and field athletes in universities.

Fourth, the research findings can to a certain extent rectify the attitudes of track and field athletes in universities towards cultural learning, improve their understanding and importance of cultural learning, stimulate their internal motivation to participate in cultural learning, and coordinate the relationship between study and training. This can promote their more active and autonomous participation in cultural learning.

Objectives

To construct a model of new learning management for Universities Track and Field Athletes in Guangzhou.

Literature Review

There are great differences in the learning management models of high-level athletes in universities in different countries, such as the NCAA learning management model for athletes is relatively perfect, while in China, South Korea, and other countries, the learning management model for athletes is not perfect enough, affecting the effect of learning management, athletes' self-learning ability is generally not high, their academic performance is not satisfactory, and their cultural quality is low. The contradiction with the development of contemporary competitive sports has become increasingly prominent and affected their competitiveness in the job market (Sheng, S. Z., 2018; Zhu, X. L., 2019).

Through research, some scholars have summarized the factors influencing the learning management model of athletes in universities into education management factors, coach factors, cultural course teacher factors, teaching environment factors, competition factors, and athletes' own factors, pointing out that although the main responsibility of coaches is to organize and lead athletes to train and compete, it will also affect the cultural learning of athletes, at this stage, University coaches

generally have an insufficient relationship with the learning of athletes, and lack of necessary communication and exchanges with cultural course teachers. At the same time, the scientific level of coaches needs to be improved, which will affect the attitude of athletes towards cultural learning, affect the degree of learning investment and learning time, and then affect the final academic performance (Liu, J., 2013). In the teaching of cultural courses, teachers ignore the difference in the cultural quality between university athletes and ordinary students, cannot teach well according to their aptitude, the teaching form is too single, and the classroom management is not strict, resulting in weak awareness of athletes' classroom discipline and cultural learning attitude, which affects the quality of classroom teaching (Li, L., 2019).

In NCAA, the training goal of University athletes is to cultivate excellent student-athletes with superior academic and athletic ability, and there are clear and strict requirements for the cultivation of the academic ability of University athletes, which also directly affects the learning management model of University athletes, forming the learning management characteristics of "strict entry and strict exit", and strict management runs through the whole process of athlete learning management (Meyer, 2005).

Conceptual Framework

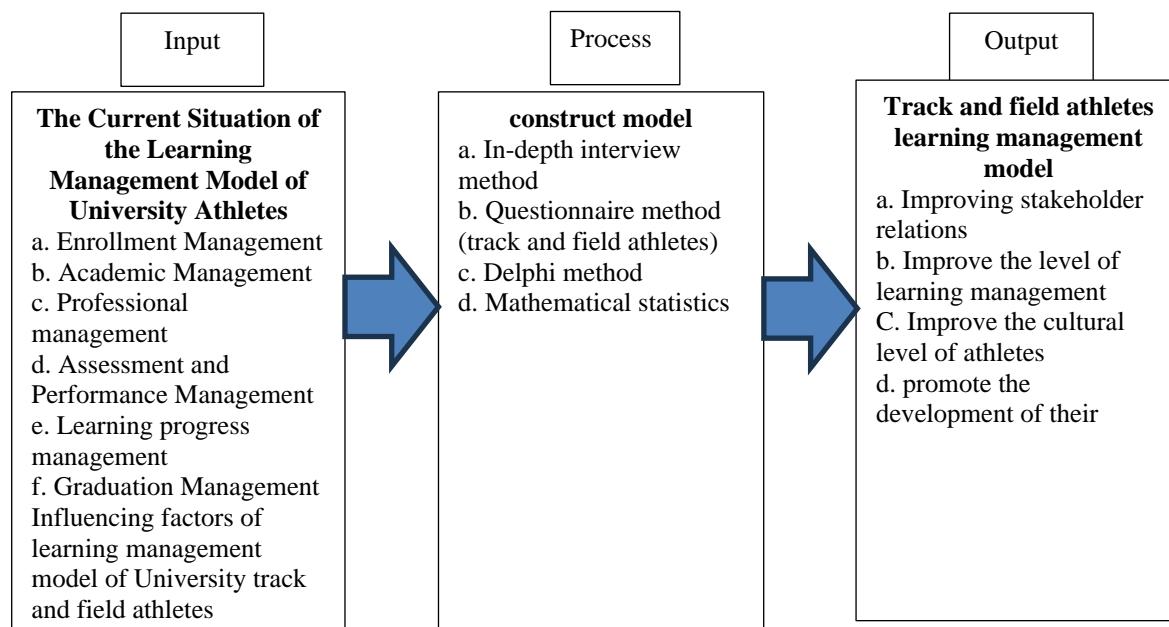


Figure 1 Conceptual Framework

Methodology

Population and sample

Population: The total number is Sun Yat-sen University, Jinan University, South China University of Technology, and Guangdong University of Finance and Economics, with 257 track and field athletes, 8 sports team managers, 60 cultural teachers, and 26 coaches.

Sample: 4 managers, 12 track and field coaches, 12 cultural teachers, and 39 track and field athletes were selected from 4 universities, and stratified random sampling. (Each school selects 1 managers, 4 athletes' coaches, 4 cultural teachers, and 10 track and field athletes.)

Research tools

1. Interview form
2. Questionnaire
3. Software SPSS 22.0 for analyzing data

[3]



Collecting data process

1. Collection of questionnaire data
 - Collect status questionnaire
 - Collection of influencing factors
2. Collection of interview data

The data collection method mainly used is semi-structured in-depth interviews, which are conducted with certain themes in mind and with the interviewee. Therefore, cluster analysis to group the interview data with recurring and similar attributes into categories and summarize and analyze them with certain concepts.

Data Analysis

This study mainly conducted routine statistical analysis, involving the statistical processing of survey questionnaire data, including calculating percentages, averages, and so on. In the Delphi expert evaluation.

Results

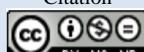
Based on the analysis of the current situation of learning management for Universities Track and Field Athletes in Guangzhou, and analysis of the influencing factors of learning management for Universities Track and Field Athletes in Guangzhou; Based on the "POLC" theory, this research designed a New Model of Learning Management for Universities Track and Field Athletes in Guangzhou (as shown in Figure 1), to help Guangzhou universities effectively improve the learning management level of their track and field athletes.

Planning:

1. Further organize research results, enhance understanding of the current status of learning management for track and field athletes in Guangzhou universities, gain a clearer insight into the impact of different factors on learning management, and establish the goals and main strategies for future learning management;
2. Conduct interviews with sports education experts and managers of high-level sports teams in Guangzhou universities based on the research topic to solicit specific implementation suggestions, ensuring the scientific, rational, and operational nature of the action plan;
3. Analyze resource allocation at the national level, school level, teacher level, and parental level for learning management of high-level athletes in Guangzhou universities according to the action plan, laying the foundation for a reasonable optimization of resource allocation to build a new management model;
4. Develop a targeted overall plan for a new learning management model, clarify the main direction of reform for each management content, propose specific reform suggestions, and formulate a reform plan.

Organizing: is the structure that builds work relationships, so that organization members can closely collaborate and work together to achieve organizational goals. In the construction of the management model for college track and field athletes, organization refers to arranging and constructing the process of learning and management based on the goals and plans of the management model, to promote the overall optimization of learning and management. The main structures for learning and management of college track and field athletes in Guangzhou include five parts: government, schools, academic teachers, coaches, and high-level athletes themselves.

Leading: 1. establish a governance system that promotes multi-party co-governance, mutual benefit, and mutual promotion 2. Establish a unified national enrollment deadline and postpone professional exams. reforms should be implemented in various aspects such as the recruitment of high-level athletes, professional settings, and training time for track and field athletes. The training time for athletes should not exceed 4 hours per day, ensuring that they have sufficient time for academic studies. Academic performance should be linked to training and qualification for competitions.





Controlling: reforms should be implemented in various aspects such as the recruitment of high-level athletes, professional settings, and training time for track and field athletes. The training time for athletes should not exceed 4 hours per day, ensuring that they have sufficient time for academic studies. Academic performance should be linked to training and qualification for competitions.

Discussion

1. The learning management model of Universities Track and Field Athletes in Guangzhou has been initially formed, but there are still many problems, which lead to unsatisfactory academic performance and low cultural levels of track and field athletes.

In China, the weak cultural foundation leads to a pessimistic outlook on the cultural education of track and field athletes after they enter the University, and difficulty in catching up with learning progress (Huang, J. J., 2021). In addition, they often represent their schools in various major national and international competitions, which frequently limit their time for academic study (Wang, Q. Q., 2014), significantly compromising the quality of their academic achievement (Lv, K., & Zhang, C. H., 2022). Because Universities Track and Field Athletes are mostly limited to fixed professional learning by schools, they lack autonomy in professional selection, causing many of them to lose interest in what they are studying, leading to inadequate learning initiative and enthusiasm (Li, L., 2019). The current curriculum setup for track and field athletes in Guangdong universities lacks targeting and does not reflect the professional characteristics of athletes, resulting in higher course difficulty (Xie, Z. P., & Zou, H., 2018). Lowering academic standards to ensure the completion of academic requirements by university track and field athletes leads to a weak self-learning consciousness and poor learning habits (Sun, L. Y., 2022). Furthermore, universities have adopted a lenient approach towards managing the graduation of track and field athletes, resulting in notable differences in cultural and academic levels among these individuals and turn affecting their competitiveness in the job market (Huang, S. Y., 2021).

2. The learning management of university track and field athletes in Guangzhou is restricted by many factors. Identifying these factors is the key to building a new learning management model and improving the level of learning management.

The academic management of track and field athletes in universities is a game and cooperation process that maximizes the interests of various stakeholders (Zou, T., 2015). The factors influencing the learning management model of university track and field athletes in Guangzhou include social and family factors, school factors, coach factors, teacher factors, and athlete factors. Wherein, the social and family factors include social environment, policy environment, and home-school cooperation; the school factors include Enrollment management, academic management, incentive mechanism, and evaluation mechanism; the coach factors include training time, competition tasks, and training philosophy; the teacher factors include professional quality, professional ethics, and teaching model; the athlete factors include learning foundation, learning motivation, professional aspirations, and professional learning plans. The efficiency of learning management is influenced by the decisions made by different stakeholders, and the deviation between the interests of different stakeholders and the actual situation has become an important constraint on the learning management of Universities Track and Field Athletes.

3. The development of the learning management model for university track and field athletes in Guangzhou should be based on China's national conditions, Guangzhou's local conditions, and the actual situation of different schools, but it can be reasonably learned from the experience of learning management of high-level athletes in NCAA universities in the United States.

In history, no learning management model is universally applicable, and each management model has its own objective conditions and applicable environments (Xiao, T. M., 2012). Similarly, the construction of the learning management model for track and field athletes in universities must conform to the basic national conditions of the country, the actual situation of special regions, and the actual situation of schools. However, Western developed countries represented by the USA have many practices in the study and management of high-level athletes that are worth learning from (Saunders B, 2022). For example, NCAA Establishing a national unified enrollment organization and implementing





uniform qualification review standards, establish Strict Admission System to Ensure Athletes' Good Learning Foundation (Santillan & Madrigal, 2021); Flexible academic system under the complete credit system, allowing for early or delayed graduation, Student athletes have complete professional choice (Lally & Kerr, 2005; Miller, 2021); Link cultural learning performance with competition qualifications to increase attention, equipping with academic advisors to provide support for students' learning and professional development (Yukhymenko-Lescroart, M. A., 2018; Vaughn & Smith, 2018); Evaluating Athletes' Academic Achievements through Graduation Success Rate Analysis, promoting the Overall Academic Progress of Sports Teams through the Evaluation of Progress Rates, strict academic evaluation ensures that student athletes have a higher employment rate (Hill-Edgecombe, T. M., 2020; Eckenrod, M. R., & Nam, B. H., 2021). The inspiration given by the NCAA is to improve the cultural level of athletes before entering the school through strict enrollment management from the source, give athletes more professional choices to meet their professional aspirations, enrich their knowledge structure by optimizing curriculum settings, and promote cultural learning through process management. To ensure the quality of academic studies in stages, to enhance their enthusiasm for learning through high-value study scholarships, to provide academic support to solve academic problems promptly, to ensure academic quality through strict academic evaluation, and to enhance employment competitiveness.

4. The reform of the learning management model of university track and field athletes in Guangzhou is a long-term and systematic work, which needs to be continuously revised according to the problems found in the practice of the new model and changes in the external environment, to promote the maturity of the management model.

The members of the group agree that the new learning management model for university track and field athletes in Guangzhou promotes the optimization of all aspects of learning management, the model was rational, feasible, and had promotional value. However, the internal and external environments of the learning management of university track and field athletes are changing dynamically, which determines that the newly constructed management model is relatively perfect. Change and correct the model promptly to make the model more in line with the needs of government reform and policy requirements. Only in this way can the effect of the new model be maximized and effectively improve the problems existing in the learning management of university track and field athletes in Guangzhou. Through "Strict input, strict management, and strict output" can effectively improve the academic performance of athletes and enhance their employment competitiveness.

Recommendation

According to the POLC theory, it is recommended to further segment the conclusions surrounding specific management models for learning :

1. In the "Planning", it is considered that to strengthen the learning management of university track and field athletes, we must first start from the source, and through optimizing the enrollment settings, solve the problem of the weak cultural foundation of track and field athletes when they enter school. At the same time, take effective measures to stimulate the enthusiasm of athletes in cultural learning; and to optimize the curriculum, so that the curriculum of universities' track and field athletes is more in line with their characteristics.

2. In the "Organizing", it is believed that considering that college track and field athletes not only have to complete the same learning tasks as ordinary college students, but also undertake heavy training and competition tasks, the same number of years of study as ordinary college students. It is really difficult to complete the studies, and it is necessary to extend the study period appropriately. At the same time, optimize program offerings, to mobilize the autonomy of cultural learning; add some sports-related courses, and enrich the professional theoretical knowledge reserve of track and field athletes.

3. In the " Leading", and establishing a multi-party co-governance system with win-win and mutual promotion, the FUSC should fully play a positive role in the management of high-level university athletes' education and be responsible for the unified admissions of high-level university athletes nationwide. This includes conducting unified qualification reviews and strengthening



leadership, coordination, and supervision of their education. It is recommended that the General Administration of Sport of China reasonably set a unified national recruitment period, to conduct scientific evaluations on the unified professional test time across the country, assess the feasibility of delaying professional exams, and pilot the reform in provinces and universities with willingness and conditions.

4. In "Controlling", the scope of rewarding credits for training and competition results. This policy is only applicable to elective courses. For professional core courses, it is necessary to strictly ensure the completion of athletes with quality and quantity; if the academic performance does not meet the prescribed standards, the training or competition shall be suspended to ensure that the athletes train and compete based on strictly completing the learning tasks.

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