



Developing a Management Model to Promote the “Wushu into Campus Policy” for Middle Schools in Guangdong Province, the People’s Republic of China

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Abstract

Background and Aims: The “Wushu into campus” policy is an important way to inherit and develop the excellent traditional Chinese culture, but its basic conditions and implementation path need to be further studied. There are some practical problems in all schools in Wushu education, such as conservative concepts, non-standardized teaching content, simple teaching methods, insufficient teaching conditions such as on-site teachers, cooperation from parents or organizations outside the school, and lack of assessment and evaluation methods. The purpose of this study was to develop the management model to promote the “wushu into campus policy” for middle schools in Guangdong province.

Methodology: This study was a mixed method that combines quantitative and qualitative research. Survey problems related to Wushu in campus policy in middle schools during the current situation the researcher will use a total of 399 questionnaires for school directors and Wushu teachers in 5 middle schools from each city in Guangdong province. And the questionnaire validity will be tested for IOC by 5 experts (IOC = 0.88-0.95). A total of 9 experts were used to interview experts to find ways to develop a management model. The two-round Delphi method will involve a total of 19 experts. Connoisseurship method using 7 experts to confirm the management model.

Conclusion: The problem and current situation on the “wushu into campus policy” for middle schools in Guangdong province. It was found that the average level of problems in planning, organizing, and controlling components was high ($\bar{X} \geq 3.53$). However, the average level of the problem on the leading component was medium ($\bar{X} = 3.50$). By creating a management model to promote the “wushu into campus policy” for middle schools in Guangdong province using the POLC theory, the elements in each area can be summarized as follows: The planning component consists of 17 components, the organizing component has 10 components, the leading component has 15 components and the controlling component has 13 components.

Keywords: Management Model; Promote; Wushu into Campus Policy; Middle School

Introduction

Entering the new century, with the development of economy, culture, and science, the Chinese people's concept of valuing culture over wushu has become stronger. In today's national admissions examinations, sports have always been in a dispensable position, and the inheritance of wushu has gradually declined. Since the 18th National Congress of the Communist Party of China, the Party Central Committee and General Secretary Xi Jinping have paid close attention to the development of China's excellent traditional culture and proposed cultural confidence (Zhang, 1997). The great rejuvenation of the Chinese nation is not a renaissance in one field, but a renaissance in various fields such as culture, economy, sports, and ideology that the entire nation is rich in. For the rejuvenation of the Chinese nation, the first thing to do is the rejuvenation of culture. As an integral part of Chinese civilization, the rejuvenation and inheritance of traditional wushu in my country have always been implemented in the rejuvenation of the Chinese nation's culture.

In 2010, the General Office of the Ministry of Education and the General Office of the State Sports General Administration issued a notice on the promotion and implementation of the “National Series of Wushu for Middle and Middle School Students”, which marked the beginning of the introduction of wushu into campus. Since the birth of the Chinese nation, wushu culture has gradually accumulated. Wushu culture is a representative of the excellent traditional culture of the Chinese nation and carries the significance of carrying national attributes such as national spirit, admiration for wushu and virtue, cultural self-confidence, awareness of rules, scientific spirit, and feelings of family and country (Yang et al, 2012).



In 2014, the Ministry of Education's "Guiding Outline for Improving the Education of Excellent Traditional Chinese Culture" proposed integrating the education system of excellent Chinese traditional culture into the curriculum and teaching material system (China Ministry of Education, 2014). In 2017, the General Office of the Central Committee and the General Office of the State Council "On the Implementation of Excellent Traditional Chinese Culture" "Opinions on the Inheritance and Development Project" proposed to promote traditional sports and other sports into campus (General Office of the Central Committee, 2017). Wushu is an important part of China's excellent traditional culture (Zhang et al, 2022). Driven by national policies, the "Wushu into Campus" policy has been widely carried out (Wang, 2019).

The overall problem of this study was the "Wushu into campus" policy is an important way to inherit and develop the excellent traditional Chinese culture, but its basic conditions and implementation path need to be further studied. There are some practical problems in all schools in Wushu education, such as conservative concepts, non-standardized teaching content, simple teaching methods, insufficient teaching conditions such as on-site teachers, cooperation from parents or organizations outside the school and lack of assessment and evaluation methods (Lu, 2023).

Therefore, this research objective was to develop the management model to promote wushu into campus policy for middle schools in Guangdong province, and improve and raise the quality of Wushu teachers and students, including collaborating with individuals and external organizations. Comprehensively develop Wushu teaching for Guangdong Province.

Objectives

1. To survey the problem and current situation on "wushu into campus policy" for middle schools in Guangdong province.
2. To draft the management model to promote the "wushu into campus policy" for middle schools in Guangdong province.
3. To confirm the management model to promote the "wushu into campus policy" for middle schools in Guangdong province.

Literature review

1. The current situation in wushu instructional management

1.1 There is a lack of professional wushu teachers

The "Outline of China's Educational Reform and Development" points out that education is the hope of revitalizing the nation, and teachers are the hope of revitalizing education. The educational community also generally believes that a strong teaching staff is one of the key factors for the rapid development of a course project. (Que & Cheng, 2016) There is a serious shortage of wushu teachers. There is a lack of professional teachers with high levels of wushu skills and responsibility who are engaged in the teaching or training of wushu. As far as wushu is concerned, strong professional qualities are required. Physical education teachers who graduate from sports vocational schools only learn superficial knowledge and find it difficult to master the essence of Wushu. Students who graduate from wushu schools find it difficult to enter schools as professional wushu teachers due to many factors. Teacher. At the same time, there are very few teachers who have received higher education and have mastered wushu professional skills, so wushu cannot be spread systematically and effectively on campus. In addition, students are influenced by film and television works and believe that wushu teachers have high wushu skills.

The gap between this and reality also leads to a decrease in students' interest in wushu.

Low attention

Although the country's education department has promulgated many policies to promote wushu education in schools, many schools do not pay enough attention to wushu education under the current huge pressure in society to enter higher education. Both teachers and parents pay more attention to students' cultural achievements. Under this circumstance, many schools have been prompted to focus their studies on the corresponding examination subjects. It has become the norm for physical education classes to be occupied by cultural courses, which has become a stumbling block for students to carry out rich and colorful sports activities. Due to the interference of foreign sports culture

factors, Chinese wushu culture unconsciously and blindly imitates the competitive sports craze, and gradually transforms towards the characteristics of simplicity, superficiality, and singleness. (Liu & Sun, 2020). The main manifestations in schools are: that the proportion of traditional ethnic sports in physical education classes is very low, and students choose basketball, volleyball, track and field, and other sports. The purpose of physical education classes is to strengthen the body's Physical fitness, but in actual teaching, it develops in the direction of competition. Under this collision between traditional Chinese sports culture and competitive sports culture, Chinese wushu continues to be marginalized, causing the development of wushu on campus to face more challenges.

Single wushu teaching method

At present, the wushu teaching model in many schools in our country is single. Generally, the teacher demonstrates the routine as a whole, then breaks down the movements to explain, and the students imitate the exercises. The wushu classes in some schools even do not have wushu teachers to teach students the theoretical knowledge and skills related to wushu. The teachers themselves have limitations in their understanding of wushu, and students naturally cannot have an in-depth understanding of wushu. Therefore, the connotation of wushu that students learn from teachers' explanations and demonstrations is also limited. As a result, students only learn the external aspects of wushu but do not understand the essence of wushu, and lack the "soul" of wushu. In the classroom, students only passively accept the knowledge taught by teachers, instead of actively exploring the spirit of wushu. They blindly imitate the moves of wushu routines, do not have an in-depth understanding of the history and culture of wushu, and lack the understanding of the essence of wushu, that is, the essence of wushu. Cognition. This is a major obstacle that needs to be overcome in the process of wushu teaching, and it is also one of the important factors leading to the slow development of wushu education in schools. Although under the strong call of national policies, most schools use wushu fitness exercises with my country's traditional national sports style as recess exercises, students only learn the appearance of wushu exercises and do not learn the Chinese wushu culture contained in them. Under such circumstances, it is difficult to increase students' interest in learning wushu.

1.2 Insufficient campus facilities and equipment

Sports activities are essentially a market cultural activity based on sports, and its successful implementation cannot be separated from the support of institutions and funds. As an important component of education and cultural communication content, campus wushu requires certain financial support for its development (Li et al, 2021). Professional wushu equipment and standard wushu training venues are the key to the introduction of wushu into campus work premises. At present, there are big shortcomings in the configuration of sports equipment in schools at all levels in our country. Except for key schools with better conditions, many schools have very little funding for sports equipment and venue configuration. In this case, it is even more difficult to purchase special equipment for wushu practice and build suitable wushu training venues to carry out wushu courses in schools, which restricts students' ability to practice wushu and creates a great obstacle to the implementation of wushu in schools.

2. Wushu into campus policy

On September 2, 2019, the General Office of the State Council issued the "Outline for Building a Sports Power" which pointed out that it is necessary to establish a complete youth sports service system, comprehensively improve the overall strength and international influence of our country's sports, improve the national physique, and strive to achieve the goal of transforming from a sports power to a sports power. The transmutation of a sports power (Office of the State Council, 2021). This has opened up a new path for the development of campus physical education. Schools at all levels and types have thoroughly implemented the "Outline" and accelerated the development of campus sports. As a kind of sport, wushu is loved by various groups because of its long history and culture, rich content system, unique wushu meaning, and profound cultural connotation. It is an indispensable part of campus physical education teaching work (Yan & Kou, 2021). As my country's national quintessence and excellent cultural treasure, wushu education can not only inherit and carry forward my country's excellent traditional culture, but also enhance national self-confidence, cultivate students' patriotic enthusiasm, and enhance physical health, which is also of great significance to building a healthy China.



2.1 Wushu into campus and faces opportunities and challenges

Wushu education had already appeared in China as early as the Xia, Shang, and Zhou dynasties. During the Shang and Zhou dynasties, archery among the "Six Arts" was part of the educational content of wushu. After the Tang Dynasty, the implementation of the wushu examination system promoted the development of wushu to a certain extent. During the Republic of China, many people believed that wushu could revitalize China, and many wushu organizations emerged. Later, wushu was listed as an excellent national culture to be continued, organized, and improved. It was regarded as an important educational method to improve cultural self-confidence and was thus fully promoted on campus. As early as 1913, Tsinghua University launched a "Guoshu" course. The proposal to "promote the inclusion of ancient Chinese wushu as a compulsory course in schools" was proposed by Xu Yusheng of the Beijing Sports Research Institute and others. At the "National Education Federation" held by the National Government in Tianjin in 1915, it was unanimously agreed that "each school should "Teach old Chinese wushu skills" marking the official introduction of Chinese wushu into campuses. (Wang et al, 2009).

In 1918, the National Education Federation held a meeting of middle school principals and decided to list "New Chinese Wushu" as a regular gymnastics course in all middle schools across the country and immediately issued a notice to formally include wushu in the national teaching materials. After the founding of the People's Republic of China, wushu occupied an important position in school physical education classes. Adding wushu to school physical education classes is not only an important way to inherit and develop traditional Chinese sports and cultural education but also an important measure to promote traditional Chinese culture. It also expands the field of wushu, strengthens the promotion of wushu, and promotes the development of wushu.

Especially in the 1980s, wushu education has embarked on a path of rapid development with the country attaching great importance to it. The "Full-time Middle School Physical Education Syllabus" promulgated in 1987 requires that wushu be listed as a basic teaching material for grades 3-6. The "Implementation Outline for Promoting and Cultivating National Spiritual Education in Middle and Secondary Schools" promulgated in 2004 stipulates that national spiritual education should be organically integrated into various disciplines, and Chinese wushu and other content should be appropriately added to physical education. In 2005, the National Higher Education Physical Education Steering Committee revised and published the basic courses for wushu majors based on the guiding principle of "downplaying routines, highlighting methods, and emphasizing applications." It can be seen that the country is vigorously promoting and popularizing Chinese wushu and wushu has also been recognized and valued by various departments. Chinese wushu have entered campuses from a social level and even gone abroad. This is a happy event worthy of praise. These measures have played a positive role in promoting the development of wushu in schools. Although wushu has achieved certain results in schools with the support of the state, the ways and methods of wushu in schools still need further exploration.

Wushu is a traditional Chinese sport with wushu as its main content, routines, and combat sports, and a focus on both internal and external training. Wushu is a sport with strong national cultural characteristics and high social value, which can promote the healthy physical and mental development of young students (Wangi, 2019). To carry forward the spirit of wushu, inherit the traditional sports culture of the Chinese nation, and strengthen the ideological and moral cultivation of young people, wushu education has attracted great attention from the country. Since the founding of New China, the Ministry of Education has included wushu education in the physical education syllabus of schools at all levels. Since wushu has always existed in the form of professional courses or elective courses on university campuses and has been promoted to a certain extent compared with Generally speaking, the development of wushu in middle and secondary schools is relatively lacking (General Office of the Central Committee General Office of the State Council, 2021).

In August 2010, the General Office of the Ministry of Education and the General Office of the State Sports General Administration jointly issued the "Notice on the Promotion and Implementation of a National Series of Wushu for Middle and Secondary School Students", which sounded the bell for wushu to enter campus activities and regarded wushu as a cultural education. Promote it in a way that arouses the national pride of middle and secondary school students, enhances



middle and secondary school students' sense of identity and confidence in the traditional national culture, inspires the national spirit, and encourages schools at all levels and types to carry out extensive wushu education activities; at the same time, a series of documents are issued to promote the smooth implementation and development of wushu activities on campus (Tan, 2019).

2.2 Implementation plan for the pilot work of introducing wushu into campus policy.

To implement the important instructions of the central leadership on youth wushu work, the "Opinions on Implementing the Inheritance and Development Project of Excellent Traditional Chinese Culture" and "Opinions on Comprehensively Strengthening and Improving School Sports Work in the New Era" of the General Office of the Central Committee and the General Office of the State Council", in the spirit of the "Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents" by the General Office of the State Sports General Administration and the General Office of the Ministry of Education, Shanghai, Fujian, Henan, Hubei, Guangdong, Chongqing, Yunnan, and other provinces and cities are now carrying out pilot projects for wushu to be introduced into schools, specially formulated this implementation plan. (State Sports General Administration Wushu Center, 2024)

3. Wushu for middle school

3.1 Wushu Teaching in Physical Education Classes

It is the most direct way for schools to carry out wushu teaching in the process of physical education and it is also a relatively common way at present. To enrich students' learning lives, relieve students' learning pressure, and improve students' physical fitness, it is very important to carry out corresponding physical education teaching. As a kind of sport, wushu is highly confrontational and ornamental. The promotion of wushu in physical education can promote the physical and mental health development of students (Jiang, 2019). If the wushu education in physical education can achieve good results, it can provide a good foundation for the in-service wushu teaching. High school promotion lays a good foundation. The promotion model that combines physical education classes with wushu mainly includes two parts: teaching content and teaching methods. To further improve the effect of wushu teaching in physical education classes, it is necessary to organically combine these two parts to allow students to give full play to their subjective initiative and breakthrough teachers' concept of sports supremacy, to achieve the purpose of wushu teaching (Zhao and Yang, 2021).

Therefore, in this process, physical education teachers need to choose appropriate wushu teaching content so that students can better accept it. For example, wushu with local cultural characteristics can be selected for teaching based on local characteristics, such as learning Hebei Baguazhang in vocational high schools in Hebei; and learning Henan Tai Chi in vocational high schools in Henan. Through wushu types with regional characteristics, students' enthusiasm for learning can be enhanced, so that students can more actively participate in wushu learning, understand the connotations of different wushu types, and deeply study the spiritual culture contained in wushu. In addition, wushu in physical education teaching usually pays more attention to the teaching of wushu movements. Although the routines of wushu are more complicated, the basic movements are relatively simple. After long-term study, students' interest will be reduced to a certain extent. Therefore, during the teaching process, Teachers should break down and explain each move in detail, and teach derivative moves of the movements, so that students can appreciate the subtleties of wushu, gradually increase their interest in learning, experience fun, understand the deep meaning of wushu, and promote the tradition of wushu. Cultural inheritance and development.

4. Model Development

A model (Model) is a characteristic that is established as a principle or standard guideline. Which is accepted and commonly used in studying the meaning of the form, many scholars have given the meaning as follows:

Hongsaenyatham's (2009) Model refers to a model of a concrete thing. And forms that are models of abstract things as well as allowing people to express their ideas Understanding of various simulations.

Pengsawat's (2010) Model refers to a conceptual framework of principles, methods of operation, and various criteria of a model that can be relied upon as a guideline to become concrete. And achieve the objectives.

Suksamran's (2013) Model refers to a model created to make what is needed easier to understand and learn. From complicated things to wanting something big to shrink for convenience and ease of operation and to achieve the goal as quickly as possible.

Saithit's (2013) Model means the simulation of real things or theories of Form that any person has conveyed ideas Understanding of various principles as well as imagination to make any phenomenon or story appear concrete, such as a painting, portrait, picture charts, pie charts, etc. In conclusion, from the above concept of the meaning of model, model means to simulate an idea to explain it concretely. Easy to understand, maybe a description, diagram, diagram. Or diagrams as appropriate Model is what is created. From the idea of the inventor, the model was created to convey to other people to be easy to understand, concise, and uncomplicated. It specifies the main and secondary elements. Along with clearly telling the details and steps in developing the model.

5. Management Theory

5.1 POLC Management Theory

POLC is a management theory that cares about processes from start to finish. Starting from planning operations until the evaluation. One of POLC's strengths is its focus on leadership, which is a key factor in effective work management services. The advantage of POLC is to pay attention to standardization in every detail, emphasizing practice. According to the standards set strictly, It has a positive effect on clear evaluation. Can measure the efficiency of work well (Zoommartd, 2022).

P – Planning: Planning is about determining needs. How to proceed and predict future results Using academic principles, reasoning, and accompanying numerical data. Problems are presented to eliminate obstacles to reaching the goal ahead, allowing practitioners to know what to do. Where, when, with whom, how, and for what purpose is clearly stated. This leads to correct and effective work practices.

Kast & Rosenzweig (1970) explain that planning is the process of deciding in advance what will be done and how, selecting objectives, policies, programs, and procedures to achieve those objectives.

Koontz & O'Donnell (1968) described planning as deciding in advance what to do, how to do it when to do it, and who will do it. Therefore, planning is about connecting what is happening in the present to the future as desired.

O – Organizing: This is the determination of position structure, roles, duties, and work of all sectors to be consistent, smooth, and without overlapping. Organization management also includes organizing work to make work without interruption. Allocate the right people to the job Manage work systematically. To achieve the greatest work efficiency.

Saengmanee (2001) gave the meaning of organization to mean "the effort of administrators in determining organizational structure guidelines. By using various processes to support operations to be successful as planned, this process usually consists of three basic relationships: responsibility, authority, and readiness to be audited."

Northcraft and Neal (1994) Organization is when an organization has a plan. The organization must then prepare the material, equipment, and personnel resources needed to carry out the plan as planned.

L – Leading: Conditions to control work to be accomplished It must be able to motivate everyone to want to work together. Must manage personnel well. Must understand their work and those of their subordinates Including having good problem-solving skills making careful, quick, and good decisions, able to lead everyone to achieve their goals to success.

Terry (1968) has given the meaning that Leading is an activity that involves influencing subordinates. To create an effort to achieve common objectives.

Robbins and Coulter (2005) Leading means using management's leadership together with motivation to make members of the organization do their best. For the organization to receive success as determined

C –Controlling: Taking care of personnel as well as performing various tasks. By the planned work plan as well as following up and evaluating whether the performance is as planned or not. Achieve objectives or not, how much success? Controlling also means dealing with problems effectively. Efficiency has the least impact on work as well.

Dessler (2004) Control is the act of ensuring that the plan has already been laid out. It is carried out correctly and is effective in practice. If necessary, the plan must be revised and reviewed to achieve the desired results.

Sararattana (2003) gave the meaning of control that control is a tool for analyzing weaknesses. Organizational strengths Reinforcement of desired behavior and reduce unwanted behavior of members of the organization.

Conceptual Framework

The research title “Developing Management Model to Promote The “Wushu into Campus Policy” for Middle School in Guangdong Province, The People's Republic of China” was designed as follows.

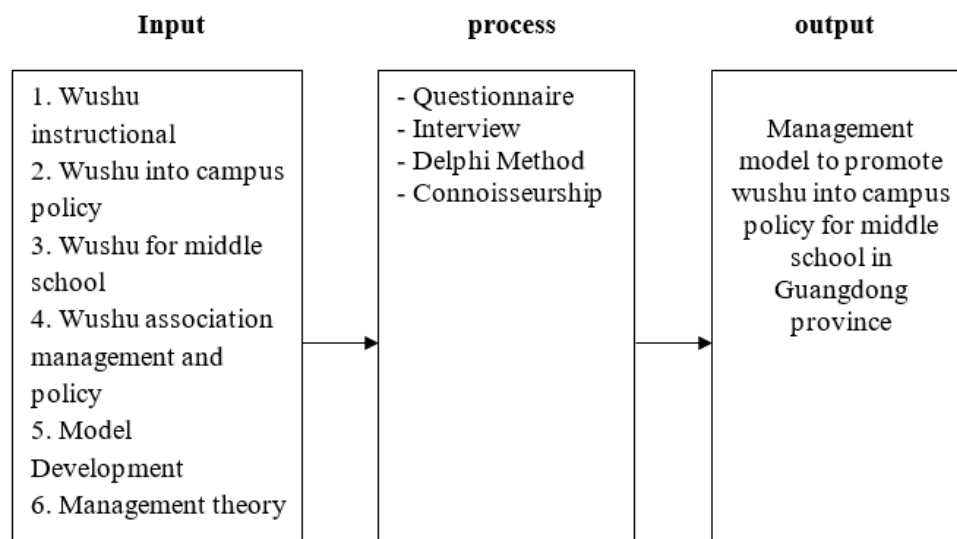


Figure 1 Conceptual Framework

Methodology

Population: There was a total of 21 cities in Guangdong Province. In total, there are 264 middle schools with a total of 30,893 school directors and teachers.

Samples: According to Taro Yamane's schedule, the researcher will use a total sample size of 399 people. The researcher will send questionnaires to every city in Guangdong Province, 19 questionnaires per city. The criterion for selecting a school was that it teaches Wushu. And was a large type of school with 2000 or more students. It will use 399 questionnaires for the middle school directors and wushu teachers to understand the problem and current situations regarding wushu in campus policy in middle schools in Guangdong. The researcher sent 399 questionnaires to the director and wushu teachers to understand the problem and current situations regarding wushu in campus policy in middle schools in Guangdong. It was found that 247 questionnaires were returned and usable, accounting for 61.90 percent which is still considered to be able to use the data for analysis. Baruch (1999) a professor of management, determined the average response rate for a general questionnaire, namely self-distribution of the questionnaire at 55.6 percent is a good response rate criterion.

Research participants: Using purposive sampling method as follows:

1. 5 experts were used to determine the quality of the questionnaire. (IOC)
2. 9 experts were used to interview experts to find ways to create a management model, including 3 middle school directors, 2 Wushu teachers, 1 Wushu association director, 1 Wushu coach, and 2 student parents. All experts must have more than 3 years of work experience and have expertise in developing management models.
3. 19 experts for the Modified Delphi method, including 5 middle school directors, 5 wushu teachers, 1 wushu association director, 4 wushu association committee, and 4 wushu coaches. All



experts must have more than 5 years of work experience and have expertise in Wushu and organizational management.

4. Connoisseurship method using 7 experts including 2 middle school directors, 2 wushu teachers, 1 wushu association director, and 2 wushu coaches. All experts must have more than 5 years of work experience, they must have expertise in developing management models and Wushu.

Research Instrument

1. Questionnaire for collection of the data
2. In-dept Interviewing form for collecting the data from experts
3. Questionnaire for Delphi
4. Evaluation form for connoisseurship

Data Collection

1. Use a questionnaire for middle school directors and wushu teachers to understand the problem and obstruction of wushu in campus management in middle schools in Guangdong.
2. Literature review by consulting monographs, journal articles, newspapers, and magazines, and using websites such as CNKI and Chinese academic journals to search and access relevant literature materials.
3. Interview 9 experts to find ways to create a draft management model to promote wushu into campus policy for middle schools in Guangdong province.
4. The Delphi method by 19 experts for selecting or deleting the component of the model.
5. Connoisseurship by 7 experts to verify the management model to promote wushu into campus policy for middle schools in Guangdong province.

Data Analysis

1. Use analysis software to collect and organize the data obtained from the questionnaire. (\bar{X} , SD.)
2. Content analysis for the interview method
3. Use the software package to analyze the data. ($\text{Median} \geq 3.50$ and $\text{IQR} \leq 1.50$)
4. Content analysis for the Connoisseurship method.

Research Process

Step 1: Survey the problem and current situation on wushu into campus policy for middle school in Guangdong province.

Step 2: Draft the management model to promote wushu into campus policy for middle schools in Guangdong province.

Step 3: Confirm the management model to promote wushu into campus policy for middle schools in Guangdong province.

Step 4: Summarize and report the management model to promote wushu into campus policy for middle schools in Guangdong province.

Results

1. Questionnaire survey results about the problem and current situation on wushu into campus policy for middle schools in Guangdong province.

The researcher surveyed using a questionnaire about the problem and current situation on wushu into campus policy for middle schools in Guangdong province. It was found that the average level of problems in planning, organizing, and controlling components was high ($\bar{X} \geq 3.53$). However, the average level of the problem on the leading component was medium ($\bar{X} = 3.50$) in each component, there will be problems with a high average level as well, and divided into planning components, there were 7 high-value problems. On the organizing component, there were 6 high-value problems. On the leading component, there were 7 high-value problems. All of the 11 items on the controlling components were high-value problems.

Finally, the researcher will use these problems and interview 9 experts' data as the basis data for creating a draft of the management model to promote wushu into campus policy for middle schools in Guangdong province. Interview objects include middle school directors, wushu teachers, wushu association directors, wushu coaches, and student parents.



2. Draft management model using the Delphi method (Combine the experts' interviewed opinions with the problems surveyed by questionnaire).

In this step, the researcher combined the experts' interviewed opinions with the problems surveyed by questionnaire.

In the Delphi method, the researcher has used a total of 19 experts, including 5 middle school directors, 5 wushu teachers, 1 wushu association director, 4 wushu association committee, and 4 wushu coaches. All experts must have more than 5 years of work experience and have expertise in Wushu and organizational management. Select or delete the factor for constructing the management model. Static values were used Median and IQR values with screening criteria for management guidelines, the median ≥ 3.50 and IQR. ≤ 1.50 . The final draft of the management model to promote wushu into campus policy for middle schools in Guangdong province is shown in Table 1.

Table 1 The draft of the management model to promote wushu into campus policy for middle schools in Guangdong province.

NO	Content
Planning	
1	Contact and coordinate with agencies related to education and wushu, such as provincial education management agencies. Or city level, wushu association, and sports management agencies to find ways to cooperate to promote “Wushu into Campus Policy”
2	Education-related departments at the provincial or city levels must survey the needs or current conditions of Wushu teaching in schools to find problems with locations and equipment, such as floors that can withstand shocks. Teaching equipment such as swords, knives, batons, or clothing is used for performance and is sufficient for teaching.
3	Agencies related to provincial education must study the details and objectives of “Wushu into Campus Policy” after which training for teachers must be organized. Directors of educational institutions and present lesson plans or teaching methods appropriate for each city. Teachers' abilities are regularly tested and Wushu coaches are hired to teach.
4	Agencies related to education must visit schools in each city to understand different problems. For example, in areas that are far from civilization, there are often budget problems. Location or lack of educational personnel. The agency must support such schools more than those that are ready.
5	Agencies related to education must have plans to deal with problems in each school. Each school has different needs. For example, distant schools often have location requirements. Therefore, agencies must give special importance to locations and equipment.
6	Agencies related to education must have regular planning meetings and report on the results of Wushu learning. Check and control the quality of teaching to see whether it meets the objectives of the “Wushu into Campus Policy” or not.
7	Schools must check the lesson plans that teachers have designed to ensure that they meet the objectives. Can the “Wushu into Campus Policy” be implemented? For example, can it make students aware of the importance of Wushu or develop patriotic thoughts?
8	The teaching and learning model in the school must be practical, such as the level of teaching and the content of teaching. Study posture. In addition, the teaching content and the level of the students must also be taken into account.
9	Schools must survey needs and problems in teaching and learning from teachers at each level to solve problems directly. For example, for beginner students, there may be a need for



NO	Content
	basic knowledge and basic postures. However, in high-level students, there may be a desire to develop themselves into athletes.
10	Schools must always be aware of the goals of Wushu teaching. Thinking mainly about the benefit to the learner, Wushu's skills are examined. Theoretical knowledge and student satisfaction with teaching and learning.
11	Schools must provide opportunities for students to showcase their wushu abilities, such as holding competitions within the school for those who are interested in applying and awarding prizes to those who participate. Including the establishment of a Wushu club in the school for interested students to join.
12	The school must have an adequate budget promotion plan. Wushu is a sport that uses equipment and venues like any other sport, so schools must allocate funds accordingly.
13	In terms of teaching curriculum, the benefits that students will need in the future must be taken into account. For example, when learning Wushu skills, one must have confidence that Students will be able to take these knowledge and skills to the university level or develop themselves to become athletes.
14	Use publicity through school radio, brochures, or flyers to promote Wushu culture, including inviting parents to attend school Wushu competition performances to encourage parental participation.
15	In the teaching curriculum, self-defense ethics must be taken into account. Historical stories and patriotic stories are great inspirational content for middle school students.
16	Schools in relatively poor conditions must put their students' futures first. Explaining to students the benefits of bringing Wushu to school. Schools must expect students to get into better schools and ideal universities and have a better chance of getting a good job in the future.
17	The promotion model of martial arts in schools should have a complete system of admission, academic system, curriculum system, competition system, and business system.

Organizing

1	Educational agencies and schools are required to have a plan meeting to structure the implementation system. "Wushu into Campus Policy" which must have content covering operations content, operators, monitoring, and evaluation. Troubleshooting guidelines and promotion of "Wushu into Campus Policy" at a higher level.
2	Provincial education-related departments must have pilot schools and be allocated internal departments responsible for supervision and operation. Specifically, the "Wushu into Campus Policy" is responsible for overseeing Follow-up on the performance of each school.
3	Agencies related to provincial education must be organized internally and have senior executives responsible for making planning decisions. And must be a person with vision, knowledge, ability, and experience in working in the field of school administration and policy implementation.
4	Schools must allocate responsibilities appropriately to teachers. A department has been created to supervise and follow up on teaching and learning results and results of use. The



NO	Content
	“Wushu into Campus Policy” is clearly stated and evaluated periodically. Track issues and quickly find solutions.
5	Agencies related to education must have overall solutions and provide training to school administrators to apply the solutions to their schools. The solution to the problem must be consistent with the strategic action plan of “Wushu into Campus Policy”
6	Agencies related to education at the provincial and city levels must have personnel with knowledge, ability, and experience. Responsible for implementing and monitoring the strategic operating plan of Specifically “Wushu into Campus Policy”
7	Schools must allocate wushu teachers and test their abilities in wushu training. Integrate Wushu teaching abilities appropriately There are ability tests both in theory and in sports skills to guarantee that the “Wushu into Campus Policy” will be achieved.
8	Schools must appoint a committee to be responsible for management and operations. “Wushu into Campus Policy” and the quality of teaching is monitored. Consistent student academic achievement.
9	Schools must provide an appropriate environment for carrying out activities to respond. “Wushu into Campus Policy” inquiries into the needs of activity administrators. Teachers and parents.
10	Curriculum structure management and training preparation should include Wushu content in school textbooks. Can be taught at least once every semester. and provide training time at least twice a week.

Leading

1	Educational administrators at all levels must study the content of “Wushu into Campus Policy” which must be clearly defined and there must be appropriate guidelines for implementing the policy according to the environment and conditions of each school under the student-centered concept.
2	Executives of provincial education agencies must support and give importance to the implementation. “Wushu into Campus Policy” is to be viewed as a policy of national importance and coordination. Seriously follow the work.
3	Executives of provincial education-related agencies must visit various schools. To follow the results, acknowledge problems, and improve action plans. “Wushu into Campus Policy” is regularly implemented without prior notice.
4	Provincial education-related agency executives must be audited. Survey and ensure that adequate resources such as people, money, materials, and equipment are allocated. To promote “Wushu into Campus Policy” to ensure smooth operation.
5	Provincial education-related agency administrators must set the rules. In carrying out quality inspections, the rules for operations must be consistent with the objectives of “Wushu into Campus Policy”
6	Provincial education-related department administrators must be knowledgeable about the “Wushu into Campus Policy” and be able to distribute responsibilities and implementation plans to suit the size of the school. School context and the abilities of Wushu teachers.





NO	Content
7	School administrators must have a plan to coordinate with external agencies to request cooperation in promoting the abilities of teachers and students to achieve their objectives of “Wushu into Campus Policy” such as Provincial Wushu Association Wushu Sports Center and School.
8	School administrators have a fair and standardized process for selecting Wushu teachers. For example, selecting teachers requires a Wushu skill test. Theoretical knowledge and various works to ensure the smooth implementation of the “Wushu into Campus Policy” and there is development of existing teachers by sending teachers for training.
9	School administrators follow up on the allocation of budgets and other resources. Including exploring the Wushu teaching environment. Because the budget is limited, the school can source funds from outside sources, such as raising funds from parents. Opening of the exhibition and admission to the exhibition is charged for outsiders.
10	School administrators must cooperate with the Wushu Association to recruit talented people to help with teaching and training in schools.
11	School directors can simplify implementation methods. Use existing sports facilities and simple equipment. To teach basic Wushu and invite martial arts enthusiasts and experts to participate in teaching as volunteers.
12	Educational administrators must consider facilities and equipment such as practice facilities, equipment, and supplementary training facilities. At the same time, the safety standards of all training equipment are guaranteed. And safety while using the premises and equipment.
13	Higher education administrators must hold meetings to promote knowledge about teachers' intangible cultural heritage. Let's jointly discuss the matter of developing a curriculum related to cultural heritage. Create learning media.
14	School directors must develop curricula together with teachers to lay the foundation for the intangible cultural heritage sport of wushu to enter campuses.
15	Educational directors and those responsible for regulating education in the province must continue to build independent online and offline learning platforms to create a good learning environment. Everyone can learn Can learn at any time and can learn anywhere.
Controlling	
1	Provincial education-related agencies must establish committees to control and evaluate implementation. The "Wushu to Campus Policy" is clearly stated, and the committee must go to the area to explore problems and propose solutions that are consistent with the “Wushu into Campus Policy”
2	Establish a Wushu club in school for interested students. And control students in the club Divided into levels according to the ability to make it easier to practice sports skills There are at least 3 responsible teachers and there should be a Wushu coach as one of the responsible members of the club.
3	The school regularly monitors and evaluates the implementation of the policy and corrects shortcomings to enable the smooth implementation of the policy.





NO	Content
4	The school must be able to control the use of the budget and must be sufficient to use each aspect of administration, including surveying the environment to be suitable for operations of “Wushu into Campus Policy”
5	Agencies related to university education must be investigated. Collect and analyze school problems and suggestions to improve the assessment model for “Wushu into Campus Policy”
6	Provincial education-related departments are required to establish a system for evaluating the abilities of Wushu teachers in schools that implement the Wushu School Policy. To have the most qualified teachers and be able to use “Wushu into Campus Policy” at its best.
7	Provincial education-related agencies must have standards for monitoring implementation. A clear “Wushu into Campus Policy” is implemented and each school is encouraged to adhere to the assessment standards. Including testing the quality of teachers and students.
8	In organizing teaching and learning, student safety must be taken into account. Because Wushu is a sport that requires strength and special movements. Therefore, it is important to use the body correctly and also have someone with training expertise to take care of you.
9	Pay attention to recruiting physical education teachers with good Wushu foundations, or cooperate with local Wushu associations to regularly send professional coaches to schools, organize Wushu teaching, enhance the abilities of school physical education teachers. and develop school physical education teachers to teach Wushu classes.
10	Schools are required to survey parents' readiness and satisfaction with Wushu instruction. Inquire and study the issue from the parent's perspective. For example, some parents want their students to be athletes. Or some may just want students to be healthy. Therefore, schools must find a middle ground.
11	School directors must also take into account teachers' teaching ability and Wushu skill level. Allocate teachers to be responsible for teaching appropriate to the level of students, such as looking at competition scores. Or a teacher with a trainer's identification card.
12	The school director must periodically check the curriculum to see if it is appropriate for the learners' abilities. Teachers, budgets, and facilities are prepared as well as sufficient resources to manage learning and there is supervision and monitoring of teaching results.
13	Cultivate awareness of traditional sports to create cooperation in learning. Help, support, unity, and have good sportsmanship among students. Present content that has an impact on the minds of learners so that they are inspired to study.

Table 1 shows that the elements in each aspect can be summarized as follows:

- The planning component consists of 17 elements.
- The organizing component consists of 10 elements.
- The leading component consists of 15 elements.
- The controlling component consists of 13 elements.

3. The results confirm the management model to promote wushu into campus policy for middle schools in Guangdong province.

In the process of confirming the management model, the researcher invited 7 experts to a meeting using the Connoisseurship process. The results from the meeting were the management model is practical and reasonable has good value, and meets the objectives of “Wushu into campus policy”. The information is clear but not detailed enough. It is recommended that the researcher write the



details. Along with giving detailed examples, such as in terms of support from parents and the central government, teaching and learning, promoting students to become athletes, and content consistency with each city's sports policy. And when it is put into practice, there must be a trial first. A pilot school was created. Personnel are allocated to evaluate and follow up on performance. Several policy evaluation models will result in the smooth implementation of this policy it is also valuable to the management of schools and Wushu sports associations.

From the content of all 4 components of the management model to promote wushu into campus policy for middle schools in Guangdong province. The researcher has created a model as shown in picture 1.

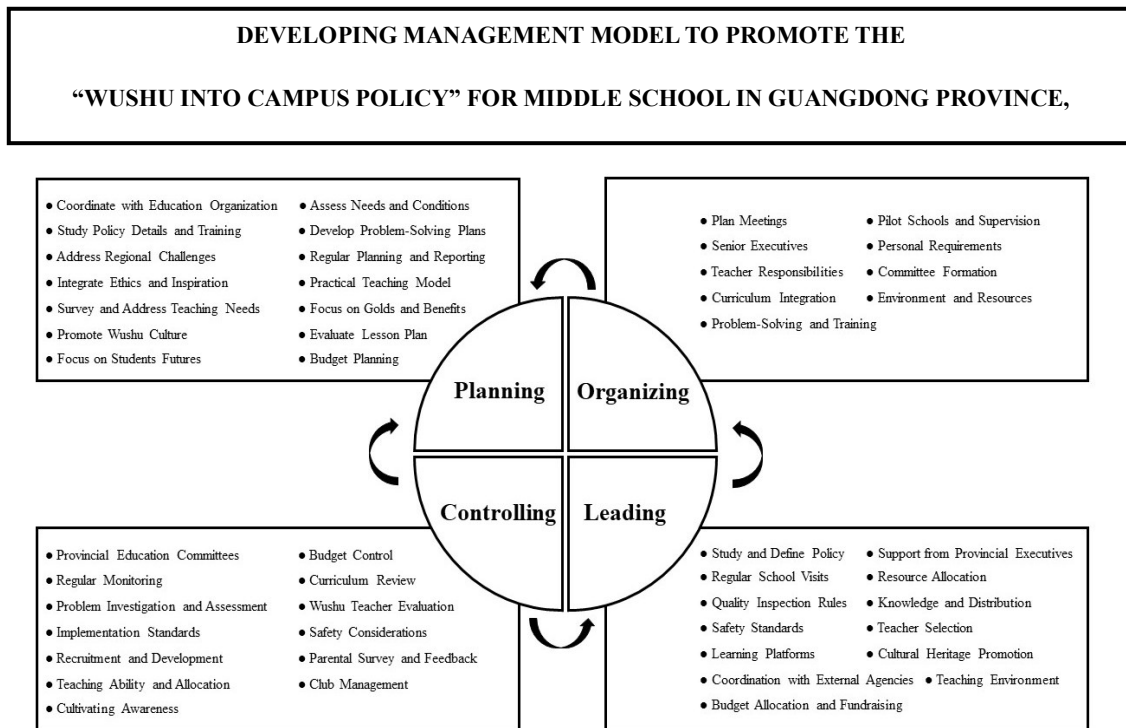


Figure 1 Management model to promote the “wushu into campus policy” for middle school in Guangdong province

Discussion

To integrate Effective "Wushu into Campus Policy" Education authorities must coordinate with education authorities, wushu associations, and sports managers to address school needs. Including locations, equipment, teachers, and various resources, teacher training should be organized to meet the goals of the policy. This solution is consistent with the needs of Que & Cheng, (2016) mention that there is a serious shortage of wushu teachers. There is a lack of professional teachers with high levels of wushu skills and responsibility who are engaged in the teaching or training of wushu. As far as wushu is concerned, strong professional qualities are required. Physical education teachers who graduate from sports vocational schools only learn superficial knowledge and find it difficult to master the essence of Wushu. Students who graduate from wushu schools find it difficult to enter schools as professional wushu teachers due to many factors. At the same time, there are very few teachers who have received higher education and have mastered wushu professional skills, so wushu cannot be spread systematically and effectively on campus. Li et al, (2021) also mention that professional wushu equipment and standard wushu training venues are the keys to the introduction of wushu into campus work premises. Many schools have very little funding for sports equipment and venue configuration. In this case, it is even more difficult to purchase special equipment for wushu practice and build suitable wushu training venues to carry out wushu courses in schools, which restricts students' ability to practice wushu and creates a great obstacle to the implementation of wushu in schools.

The quality of teaching and policy implementation should be regularly monitored. Create opportunities for students to showcase their wushu skills through competitions and establish wushu



clubs in schools, as well as develop curricula and learning platforms to support the integration of wushu and cultural heritage into the education system. which will be able to meet the needs of Liu & Sun (2020) The main manifestations in schools are: the proportion of traditional ethnic sports in physical education classes is very low, and students choose basketball, volleyball, track and field and other sports. The purpose of physical education classes is to strengthen the body's Physical fitness, but in actual teaching, it develops in the direction of competition.

In action "Wushu into Campus policy" Educational departments and schools must Create model schools and establish internal departments to supervise and follow up on policy implementation. This is in line with President Xi Jinping's idea of "Outline for Building a Powerful Nation through Sports", adhering to the educational concept of health first, and adhering to the principle of "school-oriented, teacher-oriented, "Student-oriented", taking wushu as a breakthrough to deepen the integration of physical education and education and lead the reform of school sports. Give full play to the unique cultural and educational functions of wushu projects, and actively promote the pilot work of wushu in schools (State Sports General Administration Wushu Center, 2024).

The quality inspection and teacher selection process must be fair. Along with continuous Wushu teacher training Schools should manage their budgets effectively. Find funding from outside sources and use the facilities available for teaching This is consistent with Jiang's (2019) article mentions that the promotion of wushu in physical education can promote the physical and mental health development of students and Zhao and Yang (2021) found that if the wushu education in physical education can achieve good results, it can provide a good foundation for the in-service wushu teaching. High school promotion lays a good foundation. The promotion model that combines physical education classes with wushu mainly includes two parts: teaching content and teaching methods. To further improve the effect of wushu teaching in physical education classes, it is necessary to organically combine these two parts to allow students to give full play to their subjective initiative and breakthrough teachers' concept of sports supremacy, to achieve the purpose of wushu teaching.

This study can help guide improvements or develop school management to promote wushu into campus policy for middle schools in Guangdong. Through systematically designing comprehensive models in terms of the construct process. The results of this study can help school directors or wushu teachers implement management models effectively and provide a scientific basis for building systematic management models.

Recommendations

Application of these results

1. Develop comprehensive guidelines for implementing the “Wushu into Campus Policy” and ensure effective coordination between education authorities, Wushu associations, and sports managers.
2. Conduct thorough assessments of school facilities, equipment, and resource requirements. Ensure that each school has the necessary infrastructure for Wushu training, including appropriate flooring, equipment, and space.
3. Provide additional support and resources to schools in remote areas or with budget constraints. Explore alternative funding sources, such as community fundraising and partnerships with local organizations, to support Wushu activities.
4. Incorporate Wushu into school curricula and textbooks, emphasizing its cultural and patriotic significance. Maintain high safety standards for training facilities and equipment to prevent injuries and ensure a safe learning environment.

Recommendation for next research

1. Putting the management model to promote the “Wushu into Campus policy” for middle schools in Guangdong province into practice for one academic year and surveying the feedback and analyzing factors affecting the implementation of the “Wushu into Campus policy”.
2. Recommended topics for future research were: Analysis of factors affecting the success of the “Wushu into Campus policy” implementation Under the “Promotion of the “Wushu into campus policy” for middle school management model”.

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