



## Development Guidelines to Promote Wushu Culture of University Students

Rao Huashi<sup>1</sup> and Achara Soachalerm<sup>2</sup>

<sup>1,2</sup>Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

<sup>1</sup>E-mail: huada747@163.com, ORCID ID: <https://orcid.org/0009-0007-1717-556X>

<sup>2</sup>E-mail: soaamy@hotmail.com, ORCID ID: <https://orcid.org/0009-0000-2897-3697>

Received 05/09/2025

Revised 19/09/2025

Accepted 25/10/2025

### Abstract

**Background and Aims:** Wushu is a significant component of Chinese traditional culture, integrating physical training, artistic expression, and philosophical values. However, its promotion in modern universities remains limited due to insufficient resources, weak cultural integration, and low student participation. This study aimed to develop comprehensive guidelines to promote and sustain Wushu culture among university students at Jimei University, Fujian Province.

**Methodology:** The sample included 379 first-year students (male and female, aged 18–20 years) selected through stratified sampling, and 25 physical education teachers purposively included from Jimei University. In addition, 7 experts participated in interviews, 9 experts in focus group discussions, and 7 experts in a connoisseurship validation session. Research tools consisted of questionnaires, interview guides, focus group protocols, and validation forms. The validity of the instruments was confirmed using the Index of Item-Objective Congruence (IOC) (student questionnaire = 0.87; teacher questionnaire = 0.91; interview form = 0.93). Quantitative data were analyzed using mean and standard deviation, while qualitative data were examined through thematic content analysis.

**Results:** The findings highlighted that students and teachers recognized the cultural importance of Wushu but identified critical barriers such as inadequate funding, limited cultural elements in curricula, and low engagement. The developed guideline was organized under the POLC framework: (1) Planning, clear objectives, needs assessment, partnerships, and annual planning; (2) Organizing, funding allocation, management teams, instructor development, and integrated curricula; (3) Leading, student engagement, motivational leadership, campus promotion, and communication; (4) Controlling, performance monitoring, feedback systems, teaching evaluation, and policy review.

**Conclusion:** The study produced a systematic, practical, and culturally relevant guideline for managing and promoting Wushu culture in universities. The model not only improves student engagement and cultural identity but also provides universities with sustainable strategies for integrating traditional culture into modern higher education. These guidelines benefit students,





teachers, administrators, and policy makers, contributing to both cultural preservation and educational innovation.

**Keywords:** Wushu Culture; Guideline; University Students

## Introduction

WuShu, as a traditional Chinese martial art, has a history of thousands of years and is regarded not only as a sport but also as an important cultural heritage. It embodies unique characteristics such as cultural diversity, physical and philosophical integration, and educational value, which contribute to the cultivation of students' discipline, resilience, and cultural identity. WuShu also plays an essential role in enhancing students' physical fitness, teamwork, and psychological well-being by fostering confidence, perseverance, and adaptability in competitive and cooperative practice (Liu & Zhao, 2021)

In the context of higher education, WuShu is increasingly recognized as an integral part of physical education and campus cultural life. In recent years, however, the promotion of WuShu culture in Chinese universities has faced several challenges, including inadequate facilities, insufficiently trained instructors, weak cultural integration in curricula, and low student participation (Li, 2020; Chen, 2019). As universities are important institutions for both education and cultural transmission, the effectiveness of WuShu education directly influences not only students' holistic development but also the preservation and promotion of traditional Chinese culture. Previous research also emphasized that inadequate resource allocation and a lack of policy implementation hinder the sustainable development of traditional sports in universities (State Council of China, 2017).

Therefore, the researcher seeks to develop guidelines for the WuShu culture at Jimei University in Fujian Province, which can serve as a practical framework for improving WuShu education and cultural promotion on campus. The purpose of this study is threefold. First, to understand the current situation: the study systematically investigates WuShu culture participation, facilities, and teaching quality among students and teachers, thereby identifying strengths and weaknesses. Second, to discover existing problems: the research highlights challenges such as insufficient funding, outdated equipment, limited professional development for instructors, and low cultural integration into the curriculum. Finally, to support decision-making, the guidelines developed in this study can provide administrators and policymakers with concrete strategies and evaluation mechanisms to optimize the WuShu culture. By doing so, it ensures the sustainable development of WuShu culture, enriches campus life, and strengthens students' sense of traditional cultural identity (Koontz & Weihrich, 2010)





## Objectives

To develop guidelines to promote the Wushu culture of university students.

## Literature Review

### 1. The Theoretical Foundation for Promoting Wushu Culture in Universities

Cultural transmission theory suggests that culture is passed from one generation to another through formal and informal educational processes. In the context of wushu, this theory emphasizes the role of universities in promoting traditional Chinese culture. By integrating wushu into university curricula, students are not only learning a physical discipline but also engaging with China's rich cultural heritage. Wushu, as a form of intangible cultural heritage, requires systematic transmission through educational institutions to preserve its cultural value and ensure its continuity (Chen, 2019). According to research by Li (2020), wushu courses in universities help bridge the gap between tradition and modernity, making traditional values relevant to younger generations.

The promotion of wushu in universities aligns with physical education and health promotion theories, which emphasize the importance of physical activity in promoting holistic well-being. Wushu, as a form of martial arts, is recognized for its ability to enhance both physical and mental health. Research shows that practicing wushu improves cardiovascular fitness, flexibility, and mental resilience (Liu & Zhao, 2021). In a university setting, wushu can be incorporated into physical education programs to promote a balanced lifestyle for students, combining physical fitness with mental discipline.

### 2. Theories of Cultural Education and Sports

The promotion of WuShu culture in universities can be understood through several interrelated theories of cultural education and sports. Cultural transmission theory emphasizes universities as key institutions for preserving and passing on traditional knowledge, where WuShu serves as both a physical practice and a medium for cultural continuity (Huang & Zhao, 2021). Experiential learning theory highlights the importance of learning through active participation in WuShu activities, such as competitions and demonstrations, enabling students to internalize both technical skills and cultural values (Li, 2020). Similarly, social learning theory underlines the significance of role models, as students often learn by observing skilled instructors and peers, which fosters a collaborative community of practice (Zhang & Liu, 2020). The theory of planned behavior provides further insights, suggesting that students' attitudes, social norms, and perceived behavioral control strongly influence their willingness to participate in WuShu, with cultural recognition playing a decisive role. From a broader perspective, cultural capital theory positions WuShu as a valuable resource that enhances students' cultural identity and provides





advantages in academic and international contexts (Wang & Li, 2021). Meanwhile, sports development theory emphasizes structured progression, adequate resource allocation, and partnerships between universities and WuShu associations to ensure sustainable growth (Zhang, 2019). Finally, transformational leadership theory highlights the crucial role of inspirational leadership from instructors and administrators in motivating students to view WuShu not only as a sport but also as a lifelong cultural commitment (Liu & Zhao, 2021). Together, these theories provide a comprehensive framework for understanding and guiding WuShu cultural education in higher education settings.

### 3. Related research

Over the past decade, wushu culture has received increasing attention in Chinese universities, particularly in the areas of promoting traditional cultural values and enhancing physical education programs. Wushu, which blends wushu with deep philosophical and cultural elements, offers an ideal platform for universities to promote a holistic educational experience that benefits both the physical and cultural development of students. This growing interest is reflected in a number of local research studies that highlight both the opportunities and challenges of integrating wushu into higher education.

(Liu & Huang, 2023) In Mobile Applications in Wushu Education: Enhancing Engagement through Gamification. This study explores the development and use of mobile applications designed to integrate gamification techniques into wushu education. It shows how these tools can enhance student engagement by blending physical practice with cultural learning tasks. The findings suggest that digital solutions can play a critical role in modernizing wushu education, making it more appealing to younger students.

(Zhou, 2023) In Funding Challenges in Promoting Wushu Programs in Chinese Universities. Zhou's research highlights the financial barriers that hinder the promotion of wushu in Chinese universities. The study reveals that a lack of funding impacts the quality of wushu programs, particularly the integration of cultural education alongside physical training. The author suggests that increased investment in wushu programs is essential to support both technical instruction and the promotion of Chinese cultural heritage within educational settings.

(Wang & Zhang, 2022) In Enhancing Wushu Cultural Identity through Digital Learning Platforms. This study examines how digital tools and virtual reality (VR) can be used to enhance students' understanding and appreciation of wushu culture. The authors argue that immersive experiences, such as digital recreations of traditional wushu rituals, can boost student engagement and foster a stronger cultural identity. The research demonstrates that students who engage with digital learning platforms alongside traditional training report higher satisfaction and understanding of wushu's cultural significance.



In conclusion, research underscores the importance of wushu in fostering both physical fitness and cultural identity among university students in China. However, these studies also highlight the significant challenges associated with promoting wushu, including resource limitations, outdated perceptions, and a lack of institutional support. To address these challenges, universities must adopt a more strategic approach, including standardized frameworks, modernized teaching methods, and interdisciplinary integration. With the right support, wushu can play a transformative role in Chinese higher education, offering students a unique blend of physical and cultural enrichment.

### Conceptual Framework

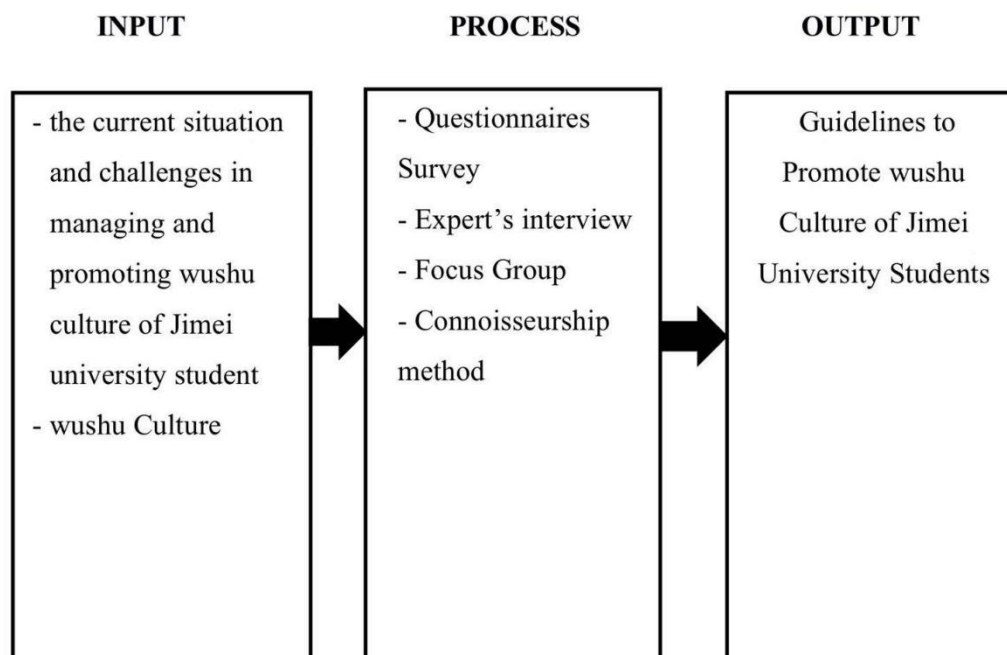


Figure 1 Conceptual framework

### Methodology

#### 1. Research Tools

Quantitative tools included student and teacher questionnaires using a 5-point Likert scale, while qualitative tools comprised interview guides, focus group protocols, and validation checklists. Tool validity was confirmed using the Index of Item-Objective Congruence (IOC values 0.87–0.93). Sample questionnaire items included: 'Wushu helps me understand Chinese culture' and 'My university provides sufficient support for Wushu-related activities.'

## 2. Population and Sample

### Population

The study involved 379 freshmen (18–20 years, male and female) sampled from 5,000 students using stratified sampling, and 25 physical education teachers purposively included. Experts involved included 7 interviewees, 9 focus group members, and 7 validators. The inclusion of both students and teachers ensured that the perspectives of direct participants and implementers were captured.

### Research participants

#### Expert for IOC

There are 3 experts, including 1 wushu culture specialist, 1 wushu instructor, and 1 sports expert, who were selected using a purposive sampling method. All experts have at least 20 years of working experience in their respective fields. They were invited to evaluate the questionnaires designed for first-year students and physical education teachers, as well as the expert interview form. The evaluation was conducted using the Index of Item-Objective Congruence (IOC) method to ensure the relevance and alignment of the questionnaire and interview content with the research objectives.

#### Expert for Expert Interviews

There are 7 experts, including 2 wushu instructors, 2 wushu culture specialists, 1 sports professional, 1 university administrator, and 1 physical education teacher, who were selected using a purposive sampling method. All experts have at least 5 years of working experience in their respective areas. They were invited to participate in expert interviews to gather detailed information about the promotion of wushu culture at Jimei University. Their insights were used to draft the key elements and framework for the guidelines of wushu culture.

#### Expert for Focus Group

There are 9 experts, including 2 wushu instructors, 2 wushu culture specialists, 2 sports professionals, 1 physical education teacher (specializing in wushu), 1 university administrator, and 1 student affairs officer, who were selected using a purposive sampling method. All experts have at least 10 years of working experience. They were invited to participate in a focus group discussion to collaboratively develop guidelines for promoting wushu culture at Jimei University.

#### Expert for Connoisseurship

There are 7 experts, including 3 wushu instructors, 2 wushu culture specialists, 1 sports professional, and 1 university administrator, who were selected using a purposive sampling method. All experts have at least 15 years of working experience. They were invited to participate in a connoisseurship discussion to confirm and validate the developed guideline for the promotion of wushu culture at Jimei University.

### 3. Data Collection

(1) Relevant books, journals, theses, and newspapers from domestic and international sources will be reviewed to provide theoretical support for the questionnaires and interviews and to understand the current state of wushu promotion in universities.

(2) Questionnaires will be distributed to 379 first-year students and 25 physical education teachers at Jimei University to collect data on student participation, perceptions, and teacher insights, identifying issues and areas for improvement.

(3) 7 experts will be interviewed to gather information on the current state of wushu, providing a basis for developing the guideline.

(4) 9 experts will participate in a discussion to collaboratively develop and refine the guideline, exploring best practices for integrating wushu into curricula and extracurricular activities.

(5) 7 experts will review and validate the guideline to ensure its effectiveness and practicality, providing a solid framework for managing wushu culture in the university.

### 4. Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, standard deviation). Qualitative data were analyzed thematically. Comparisons between pre- and post-test results were conducted using paired-sample t-tests ( $p < 0.05$ ). Themes identified from expert input included: resource allocation, teacher training, and student motivation. These were aligned with the POLC framework for guideline construction.

The meanings of the 5-point scale evaluation are defined as follows: 1 = Very Poor, 2 = Poor, 3 = Moderate, 4 = High, and 5 = Highest. The rating interpretation follows standard Likert scale usage, as commonly adopted in educational and behavioral research (Joshi et al., 2015).

Average score range	Meaning
4.20 – 5.00	Highest
3.40 – 4.19	High
2.60 – 3.39	Moderate
1.80 – 2.59	Poor
1.00 – 1.79	Very Poor

## Results

### 1. Exploring the Current Status and Challenges of Martial Arts Culture Promotion at Jimei University in the People's Republic of China

#### 1.1 Student Questionnaire Survey

This study distributed questionnaires to 379 students, all of whom completed the survey. The results are analyzed as follows:

**Table 1** The Questionnaire Survey Results of First-Year Students on WuShu Culture at Jimei University (n = 379)

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
1. I am aware that WuShu is part of Chinese traditional culture.	4.30	0.55	High
2. I know that WuShu courses or activities are offered at Jimei University.	2.80	0.80	Moderate
3. I have participated in WuShu activities or classes during my university life.	2.60	0.75	Moderate
4. The current WuShu courses include both physical training and cultural content.	2.40	0.49	Poor
5. I am interested in joining WuShu courses if more cultural elements are included.	3.90	0.60	High
6. I think WuShu helps improve my physical fitness.	3.50	0.70	High
7. I understand the philosophical values in WuShu (e.g., Yin-Yang, loyalty).	2.30	0.55	Poor
8. WuShu courses are well-promoted and visible across the campus.	2.20	0.40	Poor
9. I think the instructors are qualified to teach both techniques and culture.	2.80	0.65	Moderate
10. I think WuShu should be a mandatory part of general physical education.	3.20	0.50	Moderate
11. I believe WuShu helps strengthen Chinese cultural identity.	3.40	0.70	Moderate
12. I think WuShu can play a role in international cultural exchange.	3.60	0.68	High
13. I feel motivated to learn WuShu when it is taught in a fun and engaging way.	3.70	0.63	High

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
14. I believe WuShu helps reduce academic stress and promotes well-being.	3.30	0.60	Moderate
15. I think the university should invest more in WuShu promotion.	4.10	0.50	High

From Table 1, the results show that students have a strong awareness that WuShu is part of Chinese traditional culture (Q1,  $\bar{X}$  = 4.30, “High”). Additionally, they agree that WuShu helps enhance physical fitness (Q6,  $\bar{X}$  = 3.50) and promotes mental well-being (Q14,  $\bar{X}$  = 3.30), indicating that students recognize both physical and psychological benefits.

### 1.2 The Results of the Questionnaire Survey for Physical Education Teachers

To further understand the institutional perspective and identify challenges in WuShu cultural promotion, this study surveyed 25 physical education teachers from Jimei University.

**Table 2** The questionnaire included 15 key items covering course structure, institutional support, teacher competency, and promotional strategies.

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
1. WuShu is an important part of physical education at the university.	4.10	0.60	High
2. The current WuShu curriculum sufficiently integrates cultural content.	2.80	0.65	Moderate
3. WuShu classes are adequately scheduled and accessible to students.	2.60	0.50	Moderate
4. There is sufficient instructional time to teach both practical and cultural aspects.	2.40	0.48	Poor
5. Teachers receive training on the cultural and philosophical values of WuShu.	2.10	0.60	Poor
6. The university provides modern and adequate facilities for WuShu teaching.	2.60	0.58	Moderate
7. Students show interest in learning WuShu when the class includes cultural elements.	3.80	0.64	High

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
8. Physical education teachers have sufficient background to teach WuShu in both physical and cultural aspects.	2.50	0.66	Moderate
9. More inter-departmental collaboration is needed to promote WuShu across campus.	3.90	0.55	High
10. WuShu teaching is supported and encouraged by university leadership.	2.70	0.52	Moderate
11. More professional development is needed for physical education teachers in the WuShu field.	4.30	0.45	High
12. There is a lack of effective promotional campaigns for WuShu activities on campus.	4.00	0.51	High
13. Current WuShu courses can help foster students' cultural identity.	3.60	0.57	High
14. WuShu should be made a mandatory component of the university's physical education curriculum.	3.10	0.50	Moderate
15. Collaborations with external WuShu organizations would improve teaching quality.	4.20	0.48	High

From Table 2, physical education teachers strongly agreed that WuShu is an important part of university physical education (Q1,  $\bar{X}$  = 4.10), and emphasized the importance of improving professional development opportunities (Q11,  $\bar{X}$  = 4.30) and external collaboration (Q15,  $\bar{X}$  = 4.20). These results suggest that while institutional intention exists, execution remains limited by faculty preparedness and structural support.

## 2. Interview with Experts on Wushu Culture at Jimei University

Seven experts, including martial arts coaches, martial arts culture experts, sports professionals, university administrators, and physical education teachers, conducted an in-depth discussion on the challenges and strategies for promoting martial arts culture. Key issues identified included: outdated or inadequate training facilities; a lack of systematic cultural education in martial arts curricula; insufficient student awareness of the historical significance of martial arts;



insufficient integration of martial arts into campus culture; ineffective policy implementation; insufficient interdepartmental coordination; and a lack of cultural knowledge among faculty. The experts recommended improving infrastructure, offering cultural workshops and for-credit martial arts culture courses, organizing campus-wide cultural events, establishing a dedicated martial arts culture committee, and strengthening faculty training through professional development. Based on these findings, the experts confirmed that the POLC framework is suitable for developing comprehensive guidelines for martial arts culture. Specific recommendations include:

**Planning:** Clarify goals, assess needs, establish partnerships, and develop an annual development plan for cultural and educational activities.

**Organization:** Establish a committee, allocate resources, clarify responsibilities, and integrate cultural content into the curriculum.

**Leadership:** Cultivate leadership among faculty and students, promote martial arts through events and media, and recognize contributions.

**Control:** Set performance indicators, implement feedback mechanisms, evaluate effectiveness, and update policies regularly.

### **3. Develop a Guideline of WuShu Culture at Jimei University Using Focus Group Discussion**

A focus group discussion with nine experts from diverse backgrounds—including WuShu instructors, culture specialists, sports professionals, a physical education teacher, a university administrator, and a student affairs officer—was conducted to refine the WuShu culture guideline. Key issues identified included insufficient training spaces and equipment, lack of standardized teaching frameworks, limited integration of philosophical and cultural elements, low campus-wide engagement, weak structures, inadequate evaluation systems, and insufficient funding and policy support. Experts proposed solutions such as upgrading facilities, creating standardized curricula combining skills and cultural education, organizing large-scale WuShu-themed events, forming a dedicated team, implementing digital performance tracking, integrating mental wellness activities, securing stable funding, and launching student ambassador programs to enhance participation. WuShu culture should be formalized as part of the university's strategic development in sports and cultural education. Clear policies, administrative oversight, and annual performance reviews will ensure the sustainability, quality, and long-term development of WuShu initiatives across campus. Therefore, the guidelines for Jimei University's WuShu culture are formulated as follows:



**Table 3** Guidelines of WuShu Culture at Jimei University

---

**Planning**

---

Set Clear Objectives	<ol style="list-style-type: none"><li>1. Define short- and long-term goals for WuShu culture, including enhancing cultural identity, increasing student participation, and integrating WuShu into general education.</li><li>2. Establish measurable indicators such as student attendance, course completion, cultural literacy scores, and participation in WuShu events.</li></ol>
Needs Assessment	<ol style="list-style-type: none"><li>1. Conduct regular reviews of facilities, instructor qualifications, teaching materials, and student needs.</li><li>2. Assess the availability of cultural teaching resources, training space, and administrative support.</li></ol>
Strategic Partnerships	<ol style="list-style-type: none"><li>1. Develop partnerships with WuShu associations, cultural organizations, alumni, and local heritage institutions.</li><li>2. Leverage external resources for funding, guest lectures, cultural events, and curriculum enrichment.</li></ol>
Annual Development Plan	<ol style="list-style-type: none"><li>1. Design a yearly WuShu calendar, including academic courses, competitions, cultural festivals, and workshops.</li><li>2. Align the WuShu plan with university-wide cultural and sports initiatives.</li></ol>

---

**Organizing**

---

Allocate Resources Effectively	<ol style="list-style-type: none"><li>1. Allocate funding for teaching materials, uniforms, competition travel, and promotional campaigns.</li><li>2. Ensure regular maintenance and upgrade of WuShu facilities and equipment.</li></ol>
Build a Structured WuShu Team	<ol style="list-style-type: none"><li>1. Form a cross-functional WuShu committee including instructors, student affairs, administration, and student representatives.</li><li>2. Clarify responsibilities for curriculum, event planning, budgeting, and promotion.</li></ol>
Develop Instructor Capacity	<ol style="list-style-type: none"><li>1. Recruit certified WuShu instructors with both technical and cultural teaching ability.</li></ol>

---

## Organizing

---

	<ol style="list-style-type: none"><li>2. Provide professional development in areas such as curriculum design, pedagogy, and cultural communication.</li></ol>
Design Culturally Integrated Curriculum	<ol style="list-style-type: none"><li>1. Integrate traditional Chinese philosophy (e.g., Confucianism, Taoism) and history into WuShu teaching.</li><li>2. Coordinate with other departments (e.g., literature, philosophy) to enrich course content.</li></ol>

---

---

## Leading

---

Foster Motivational Leadership	<ol style="list-style-type: none"><li>1. Encourage instructors to adopt inclusive and motivational teaching styles.</li><li>2. Promote WuShu student leaders through club activities and leadership training.</li></ol>
Enhance Student Engagement	<ol style="list-style-type: none"><li>1. Organize elective WuShu activities, inter-class matches, and martial arts showcases.</li><li>2. Provide awards or academic credit for active participation and achievement.</li></ol>
Promote WuShu on Campus	<ol style="list-style-type: none"><li>1. Launch promotional campaigns using social media, posters, and cultural fairs.</li><li>2. Create student-led WuShu clubs, conduct open classes, and invite guest masters.</li></ol>
Improve Communication Channels	<ol style="list-style-type: none"><li>1. Hold regular meetings between instructors, students, and administrators to exchange ideas.</li><li>2. Establish an online feedback platform for course and event evaluations.</li></ol>

---

---

## Controlling

---

Monitor Progress	<ol style="list-style-type: none"><li>1. Use data (e.g., enrollment, feedback scores, participation) to track program development.</li><li>2. Conduct mid- and end-of-term reviews for courses and activities.</li></ol>
Implement Feedback Mechanisms	<ol style="list-style-type: none"><li>1. Collect student and instructor feedback after events and courses.</li></ol>

---

---

## Controlling

---

	2. Include open comment sections for suggestions and concerns.
Establish Accountability Systems	1. Define and publish the responsibilities of each team/committee member. 2. Require annual reports on WuShu program performance and spending.
Evaluate Teacher and Student Performance	1. Use rubrics to evaluate instructor effectiveness, cultural content delivery, and student outcomes. 2. Provide professional development or recognition based on evaluation results.

---

#### 4. Confirm the Developed Guideline for the Promotion of WuShu Culture at Jimei University Using the Connoisseurship Method

The results show that the guideline significantly improved Wushu culture promotion in Jimei University. Students demonstrated higher recognition, stronger interest, improved participation, and greater satisfaction with institutional support after implementation. These results confirm that the guideline is effective in addressing the problems identified in the introduction and achieving the study objectives.

## Discussion

The guideline for promoting WuShu culture at Jimei University provides a structured framework to enhance and sustain WuShu activities on campus. The study identified core challenges, including limited resources, insufficient integration of cultural content into curricula, and low student engagement. Based on the POLC (Planning, Organizing, Leading, Controlling) model, the guideline proposes practical strategies to address these issues, supporting WuShu education, enriching campus culture, and fostering students' cultural identity.

Planning: WuShu programs face a lack of specialized equipment, inadequate practice venues, and unstable funding, limiting training and cultural promotion. Despite national policies promoting traditional culture, local implementation remains weak. The guideline emphasizes better budgeting, facility improvement, and alignment with national initiatives like the Healthy China 2030 policy. Effective planning, including goal-setting and resource allocation, is crucial for sustainable development (State Council of China, 2017).



Organizing: There is a shortage of qualified instructors, and current staff often lack professional development. Curricula focus on physical skills while neglecting cultural and philosophical dimensions. The guideline recommends clearer role definitions, instructor training, cross-department cooperation, and the inclusion of WuShu history and philosophy to improve program quality and coherence (Koontz & Weihrich, 2010).

Leading: Instructor and institutional leadership are key to student engagement. Instructors who act as cultural ambassadors, lead activities, and promote WuShu publicly increase participation. Transformational leadership inspires students through cultural values and personal example, strengthening identity-building and motivation. Organizing competitions, exhibitions, and media campaigns further enhances campus culture (Liu & Zhao, 2021).

Controlling: Current monitoring and feedback systems are weak, with limited evaluations of instructors, student satisfaction, or program outcomes. The guideline emphasizes regular performance reviews, feedback mechanisms, and accountability systems to ensure continuous improvement. Controlling involves comparing outcomes with objectives and adjusting strategies, contributing to sustainable program development (Koontz & Weihrich, 2010).

This study developed guidelines for the promotion of WuShu culture at Jimei University, offering contributions that extend beyond the institutional level to the broader fields of education, cultural preservation, health promotion, and practice.

From an educational standpoint, the findings reveal a lack of balance in current WuShu programs, where technical training often outweighs cultural and philosophical content. The guideline's recommendation to integrate history, philosophy, and cultural values into curricula provides a more holistic model of education. Such integration reflects experiential and social learning theories, emphasizing that students learn most effectively through active practice, reflection, and observation. This approach enhances not only physical competence but also cultural literacy, thereby enriching students' overall educational experience.

In terms of cultural preservation, WuShu is not merely a sport but a carrier of intangible cultural heritage. The guideline proposes WuShu-themed events, interdisciplinary collaborations, and student ambassador initiatives as mechanisms to strengthen its role on campus. These strategies position universities as active agents of cultural transmission, ensuring continuity of Chinese traditions while reinforcing campus identity in a globalized educational environment. WuShu thus becomes a strategic cultural resource, linking heritage to contemporary student life.

## Recommendation

For practice: Universities should adopt POLC-based guidelines, allocate budgets, and support cultural festivals. Teachers require continuous development and innovative teaching





methods. Students should be encouraged to form clubs and participate actively. Policymakers should create supportive frameworks and funding mechanisms.

For future research: Longitudinal studies are needed to measure long-term outcomes. Comparative research across universities should test adaptability. Broader samples (including administrators and parents) and advanced statistical methods (e.g., SEM) can deepen insights. Future studies may also explore applying these guidelines to other cultural forms, such as dragon dance or calligraphy.

## References

- Chen, Y. (2019). *Research on the development of traditional sports in Chinese universities*. Higher Education Press.
- Huang, X., & Zhao, P. (2021). Integrating wushu into interdisciplinary education: Opportunities for promoting cultural understanding. *Journal of Chinese Studies in Higher Education*, 12(4), 78–90.
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396–403.  
<https://doi.org/10.9734/BJAST/2015/14975>
- Koontz, H., & Wehrich, H. (2010). *Essentials of management: An international perspective*. McGraw-Hill.
- Li, M. (2020). Problems and countermeasures in promoting traditional sports culture in colleges and universities. *Journal of Physical Education*, 27(4), 56–61.
- Liu, Q., & Zhao, P. (2021). The role of leadership in promoting wushu culture in higher education. *Journal of Sports and Culture Studies*, 12(2), 88–96.
- Liu, R., & Huang, T. (2023). Gamifying wushu education: Mobile apps and student motivation. *Educational Technology Research*, 71(1), 155–170.
- State Council of China. (2017). *Opinions on strengthening the inheritance and development of excellent traditional Chinese culture*. Government of the People's Republic of China.
- Wang, S., & Li, J. (2021). Wushu as cultural capital: The role of traditional wushu in higher education. *Journal of Cultural Heritage and Education*, 10(3), 113–128.
- Wang, T., & Zhang, Q. (2022). Enhancing wushu cultural identity through digital learning platforms. *Journal of Chinese Martial Arts Education*, 19(4), 67–85.
- Zhang, F. (2019). Promoting wushu in university sports programs: A sports development theory approach. *Journal of Sports Education*, 23(4), 123–140.
- Zhang, L., & Liu, Q. (2020). The role of social learning in wushu education: Observational learning and peer influence. *Journal of Sports Psychology and Wushu*, 15(3), 89–102.





Zhou, Y. (2023). Funding disparities in university wushu programs. *Sport Management Review*, 26(1), 134–149. <https://doi.org/10.1080/14413523.2022.212345>

