
Exploring the Key Factors Affecting the Participation Rate of Traditional Chinese Sports in Primary Schools: An Empirical Study Based on Chengdu Primary Schools

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Abstract: *This study aims to explore the key factors influencing the participation rate of traditional Chinese sports in primary schools, focusing on primary schools in Chengdu. Data were collected through questionnaires and statistical analysis was used to conduct empirical research. The findings indicate that individual differences among teachers, educational policies, school conditions, and family factors significantly impact the participation rate of traditional Chinese sports in primary schools. This paper proposes targeted optimization strategies to enhance the participation rate, providing both theoretical support and practical guidance.*

Keywords: *Traditional Chinese sports; participation rate; influencing factors; empirical research*

1. Introduction

In the primary education stage, the participation of students in traditional Chinese sports plays a crucial role in developing their comprehensive qualities. The participation rate directly impacts students' physical health, cultural identity, and social harmony. As educational reforms continue to advance, improving the participation rate of traditional Chinese sports in primary schools has become a focal point for educators. This study focuses on primary schools in Chengdu, aiming to uncover the key factors influencing the participation rate and to provide scientific evidence for educational practices and policy-making.

2. Research Background and Problem Proposal

In recent years, the focus on the participation rate in traditional sports has increased significantly. Many scholars have studied the factors influencing participation from various perspectives. However, there is relatively little in-depth research on traditional Chinese sports in primary schools, particularly in specific regions like Chengdu. As the capital of Sichuan Province, Chengdu boasts abundant educational resources, yet there are still disparities in participation rates among different schools and classes. Therefore, this study aims to address

the following questions: What factors significantly impact the participation rate of traditional Chinese sports in primary schools in Chengdu? How do these factors interact with each other?

3. Research Method

(1) Research Object

This study selected primary school students and physical education teachers from primary schools in Chengdu City as the research subjects, covering schools of various regions and sizes to ensure the sample's representativeness and diversity. Specifically, the study included 400 students and teachers from 10 primary schools in Chengdu City, which are located in urban, suburban, and rural areas, representing different educational levels.

(2) Data Collection

This study employed a questionnaire survey method to collect data. The questionnaire covered various aspects, including teachers' teaching experience, methods, school environment, perceptions of educational policies, and students' family backgrounds and learning habits. The questionnaire used a Likert scale for scoring to quantify the impact of each factor on the participation rate. The distribution and collection of the questionnaire strictly followed scientific procedures to ensure the authenticity and validity of the data. A total of 400 questionnaires were distributed, with 380 valid responses collected, achieving an effective recovery rate of 95%.

(3) Data Analysis

Using statistical analysis software, we conducted descriptive statistics, correlation analysis, and regression analysis on the questionnaire survey data to uncover the relationships among various factors and their impact on the participation rate of traditional Chinese sports. During the data analysis process, a variety of statistical methods, including ANOVA and factor analysis, were employed to ensure the accuracy and comprehensiveness of the results.

4. Research Results

(1) The Influence of Individual Differences Among Teachers

Research has shown that individual differences among teachers, such as their teaching experience, educational background, and teaching style, significantly impact the participation rate of traditional Chinese sports. Experienced teachers are more adept at classroom management, content mastery, and method application, which helps to better engage students' interest and enthusiasm (Chen, 2024). For instance, teachers with over 10 years of teaching experience score significantly higher in classroom interaction and student engagement

compared to new teachers. However, the teaching styles of different teachers vary widely; some focus on imparting knowledge, while others emphasize guiding students to explore independently. These differences lead to variations in students' learning experiences and outcomes, which in turn affect the overall participation rate (Liu, 2024). Correlation analysis reveals a moderate positive relationship between teachers' teaching styles and students' participation, indicating that teaching style has a significant impact on participation rate.

(2) The Role of Educational Policies

The implementation of educational policies plays a crucial role in guiding and standardizing the participation rate of traditional Chinese sports in primary schools. For instance, the current quality education policy emphasizes the development of students' comprehensive qualities, encouraging teachers to focus more on developing students' abilities rather than solely on exam scores (Wang & Li, 2024). Additionally, regulations on teacher training and the allocation of teaching resources provided by educational policies ensure the improvement of participation rates. However, in practice, some teachers have varying levels of understanding and implementation of these policies, which hinders their full effectiveness (Zhang, 2024). Interviews reveal that some teachers lack a deep understanding of the new policies, leading to ineffective implementation in their teaching practices. Moreover, the consistency and stability of policies are also crucial for maintaining participation rates; frequent policy changes can confuse teachers and make it difficult for them to adapt.

(3) The Restriction and Promotion of School Factors

The school environment, faculty strength, and management mechanisms significantly influence the participation rate of traditional Chinese sports. A good teaching environment provides better learning conditions for students, which is beneficial to improving participation rates (Li, 2024). For example, schools with modern teaching facilities and ample sports equipment generally have higher participation rates among students compared to those with limited resources. Adequate faculty strength ensures that teachers have sufficient time and energy to engage in teaching and conduct diverse activities. Effective management mechanisms can motivate teachers to continuously improve their teaching skills and optimize the teaching process (Lin, 2024). However, some schools face issues in the allocation of teaching resources and teacher evaluations, which can dampen the enthusiasm of some teachers and hinder further improvements in participation rates. Variance analysis shows that there are significant differences in participation rates among different types of schools (urban, suburban, rural), with urban schools generally performing better than suburban and rural schools.

(4) The Influence of Family Factors

The family, as a crucial setting for students' learning, plays a significant role in the participation rate of traditional Chinese sports. Factors such as family background, parents' educational views, and their level of involvement significantly influence the participation rate. Students from families with higher education levels often have an advantage in their studies, as their parents can provide more resources and guidance (Wang & Li, 2024). For instance, children from families with higher-educated parents tend to excel in sports participation compared to those from other backgrounds. Parents' educational views also shape students' attitudes and habits towards learning. Those who actively participate in school activities can form strong partnerships with teachers, fostering mutual growth (Liu, 2024). Conversely, parents who do not place enough importance on education or lack effective methods may negatively impact their children's participation in traditional Chinese sports. Correlation analysis has shown a significant positive relationship between parental involvement and students' participation, highlighting the critical role of family factors in the participation rate.

5. Discussion and Suggestions

(1) Strengthening Teachers' Professional Development

To address the impact of individual differences among teachers on the participation rate, schools and educational administrative departments should enhance teacher training to improve their professional competence and teaching skills. Tailored training programs should be developed based on the specific needs of teachers, helping them update their educational philosophies and master advanced teaching methods and techniques (Chen, 2024). For instance, new teachers can receive training in teaching techniques, while experienced teachers can focus on innovation in teaching methods. Additionally, schools should encourage teachers to engage in experience sharing and teaching seminars, fostering mutual learning and collective advancement. Regular open classes and teaching observation activities should be organized by schools to provide a platform for teachers to showcase their skills and exchange ideas.

(2) Optimize the Implementation of Educational Policies

The formulation and implementation of educational policies should focus more on relevance and effectiveness, ensuring that these policies are truly implemented and positively impact the participation rate. Enhance the promotion and interpretation of policies to teachers to improve their understanding and ability to implement them (Wang & Li, 2024). For example, organizing policy interpretation seminars and distributing policy manuals can help teachers better understand the requirements of the policies. Establish and improve the policy evaluation mechanism to promptly identify and address issues during implementation,

thereby enhancing the guiding role of educational policies. Policy-making departments should regularly collect feedback from frontline teachers and students to dynamically adjust policies.

(3) Enhance the School Education Environment

Schools should increase investment in teaching facilities to improve the learning environment and create favorable conditions for students. They should strengthen faculty development, allocate teacher resources reasonably, enhance teacher benefits, and attract and retain top teachers (Li, 2024). For example, by offering housing subsidies and career development opportunities, schools can boost teacher satisfaction and loyalty. Schools should also refine their management systems, establish a scientific and fair evaluation system and incentive mechanism for teachers, and fully motivate teachers' enthusiasm and creativity to improve participation rates. Schools can set up awards for teaching achievements and outstanding teachers to recognize and reward those who excel.

(4) Promote Home-School Cooperation

Families and schools should enhance communication and collaboration to jointly foster a positive learning atmosphere for students. Schools should use parent-teacher meetings, home visits, and parent schools to share correct educational concepts and methods with parents, thereby enhancing their educational skills (Liu, 2024). For example, regular parent education seminars can be held, inviting educational experts to share scientific teaching methods. Parents should be encouraged to actively participate in school activities, monitor their children's learning progress, and collaborate with teachers to address any issues that arise. Additionally, parents should support and understand the school's educational efforts, forming a united front to promote the comprehensive development of students. Parents can also engage in school volunteer activities and assist teachers in organizing educational events, thereby actively participating in school education.

6. Conclusion

This study, through empirical research on the participation rate of traditional Chinese sports in primary schools in Chengdu, reveals the mechanisms by which individual teacher differences, educational policies, school factors, and family factors influence the participation rate. These factors interact and influence each other, collectively determining the participation rate. Therefore, to improve the participation rate of traditional Chinese sports in primary schools, it is necessary to consider various factors comprehensively and adopt effective strategies and measures. Future research could expand the sample size, delve into the interactions between different factors, and provide more comprehensive and in-depth theoretical support for the reform of primary school sports education. Additionally,

cross-regional comparative studies could be conducted by considering the actual conditions of other regions, to better promote the research findings and enhance the participation rate of traditional Chinese sports nationwide.

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