

# Improving the Pedagogical Process of Wushu Course in Selected Universities in Anhui Province, China

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**Abstract:** The integration of ideological and political education into Wushu classrooms has important value for the reform of Wushu teaching. This study adopts a combination of qualitative and quantitative research methods to study the process of ideological and political education in Wushu courses in universities in Anhui Province. The research results indicate that there is no statistically significant difference in the perception of Wushu teaching process among students, regardless of gender, grade, school, or place of residence; From the results of qualitative and quantitative analysis, it can be seen that teaching objectives, teaching content, teaching methods, teaching evaluation, teaching environment, and teachers' ideological and political abilities have a significant positive impact on the quality of ideological and political construction of Wushu courses in Anhui Province's universities; There are problems in the ideological and political construction of Wushu courses in Anhui Province, such as an incomplete teaching evaluation system, unsystematic teaching content, unclear teaching objectives, insufficient diversification of teaching methods, insufficient ideological and political abilities of teachers, insufficient ideological and political elements, and inadequate teaching environment. These issues constrain the quality of ideological and political construction in Wushu courses. Therefore, it is necessary to develop a scientific and reasonable teaching design as a reference for teachers and students to improve the quality of ideological and political construction of Wushu courses in Anhui Province's universities.

**Keywords:** Wushu; Course; Ideological and political; Universities; Reform.

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## 1. Introduction

In May 2020, the Ministry of Education issued the "Guiding Outline for the Ideological and Political Construction of Curriculum in Higher Education Institutions", which stated that "the ideological and political construction of curriculum should be comprehensively promoted in all universities and disciplines, firm in students' ideals and beliefs, and effectively improve the effectiveness of moral education and talent cultivation" (Ministry of Education, 2020). The construction of "curriculum ideological and political education" in universities is a strategic measure to implement the fundamental task of "cultivating morality and talents", an important cornerstone to improve the "three comprehensive education" mechanism, and an important way to solve the problem of "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people". Wushu are a treasure of excellent traditional Chinese culture, with profound cultural heritage and rich ideological and political elements. The ideological and political elements reflected in Wushu, such as patriotism, courage to fight, Wushu morality, Wushu etiquette, and Wushu rules, are unique among various disciplines. The implementation of ideological and political education in Wushu courses in universities can leverage the unique educational function of Wushu, improve the effectiveness of ideological and political education, enable more students to receive ideological and political education, and promote their comprehensive development.

The integration of ideological and political education into physical education courses has always been a hot topic of research. Scholars have mainly studied the misconceptions in the implementation of ideological and political education in physical education curriculum from a macro perspective (Dong Cuixiang, 2022), the difficulty in integration (Wu Dong, 2022), and the insufficient ideological and political

ability of teachers (Wu Xiangning, 2022). However, there are few research results from micro Wushu cases and interviews and questionnaires (qualitative and quantitative combination) conducted on teachers and students respectively. Explore the challenges in the ideological and political construction of Wushu courses in universities in Anhui Province, and finally propose development directions. The aim is to provide theoretical and practical reference for the ideological and political construction of Wushu courses and the reform of Wushu courses in Anhui Province.

## 2. Statement of the Problem and Hypothesis

### 2.1. Statement of the Problem

Specifically, this study mainly find the answer to the following questions:

1. What are the profiles of student respondents taking Wushu based on
  - 1.1 sex
  - 1.2 year level
  - 1.3 school
  - 1.4 residence
2. Is there a significant difference in the assessment of respondents based on the profile?
3. What are the challenges encountered by the teachers in teaching Wushu?
4. Proposed an output or a program based on the results of the study.

### 2.2. Hypothesis

This research hypothesis

H1. There is no significant difference in the assessment of ideological and political construct of learning Wushu among respondents when grouped according to their demographic

profiles.

### 3. Methodology

This study adopts a mixed-method approach, a combination of qualitative and quantitative research. In the form of interviews with Wushu teachers, to understand the ideological and political understanding of teachers, the status quo of construction, What factors affect the quality of ideological and political construction of Wushu courses and the future development direction of ideological and political construction of Wushu courses.

Hybrid research method is a research method that combines quantitative and qualitative data and solves problems through multiple analytical methods. This study first used qualitative analysis methods to conduct interviews with 25 teachers, What are the challenges that Wushu teachers face in teaching?

**Table 1.** Summary of the Assessment on Pedagogical Process in Teaching Wushu

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Ideological and Political Ability	4.56	0.58	6	Very High
Teaching Objectives	4.62	0.58	4	Very High
Teaching Content	4.66	0.55	2	Very High
Teaching Method	4.62	0.56	4	Very High
Teaching Evaluation	4.67	0.52	1	Very High
Teaching Environment	4.63	0.58	3	Very High
Pedagogical Process	4.63	0.53	-	Very High

*Scale: 1.00 -1.50: Very Low; 1.51-2.50: Low; 2.51 -3.50: Medium; 3.51- 4.00: High; 4.51-5.00: Very High. Very high and high, the students express their agreement on the statements reflecting ideological and political elements in the pedagogical process in teaching Wushu.*

Table 1 serves as a cumulative report of the assessment of the pedagogical process in teaching Wushu, encompassing various indicators that capture the breadth of the teaching experience. Each indicator is scored by mean values, standard deviations (SD), and is ranked based on their perceived effectiveness, alongside a verbal interpretation.

The summary indicates that all facets of the teaching process are held in very high regard. Teaching Evaluation tops the list as the most highly rated aspect with a mean of 4.67 and the lowest SD of 0.52, reflecting a strong consensus on its effectiveness. It indicates that students have also reached a consensus that teaching evaluation is the most important. Following closely, Teaching Content is rated second-highest, with a mean of 4.66 and an SD of 0.55, underscoring the value placed on the material being taught. It can be seen that the teaching content has important value in the ideological and political construction of Wushu courses. Whether the teaching content is comprehensive and systematic directly affects the quality of ideological and political education in Wushu courses. Therefore, the dimension of teaching content plays an important role in the ideological and political construction of Wushu courses.

Teaching Environment and Teaching Objectives are also rated very highly, with mean scores of 4.63 and 4.62 respectively, ranking third and fourth. These scores reveal the students' appreciation for both the physical and the objective-oriented aspects of the teaching process. The teaching environment is an external factor that affects the ideological and political construction of Wushu courses. If the teaching environment is poor, such as a lack of training venues or a poor learning atmosphere for students, these will affect the teaching effectiveness. Teaching objectives are the expected learning outcomes of students in teaching activities, and they also have important value in the implementation of

Then organize and analyze the interview data. Secondly, using quantitative analysis methods, a questionnaire survey was conducted on 499 college students to organize and analyze the data. Finally, conduct a conclusive evaluation of this study.

### 4. Results and Analysis

This study mainly uses a mixed research method combining qualitative analysis and quantitative analysis. A questionnaire survey was conducted on 499 students, and the SPSS 26.0 analysis software was selected to process and analyze the questionnaire survey data. 25 Wushu teachers were interviewed, and Nvivo 12.0 analysis software was selected to process and analyze the interview data.

#### 4.1. Summary of the Findings

ideological and political education in Wushu courses. The degree of achievement of objectives can determine the effectiveness of teaching. Therefore, the importance of teaching environment and teaching objectives is second only to teaching evaluation and teaching content.

Teaching Method shares the fourth rank with Teaching Objectives, also having a mean of 4.62, but with a slightly lower SD of 0.56, indicating a slightly narrower range of responses. The Ideological and Political Ability of the instruction is given a rank of six, with a mean of 4.56 and an SD of 0.58, suggesting it's slightly less emphasized compared to other aspects but still considered very highly. The main reason for this result is that the reflection of teachers' ideological and political abilities is insufficient, and their ideological and political abilities need to be improved.

The overarching category of Pedagogical Process, which aggregates the sentiments from the individual indicators, stands with a mean of 4.63 and an SD of 0.53, signifying a cohesive and favorable view of the overall quality of Wushu teaching. This high level of satisfaction across multiple dimensions suggests a well-rounded and effective pedagogical approach, which seems to fulfill the students' expectations and requirements for Wushu education.

#### 4.2. Comparison of Pedagogical Process in Teaching Wushu

Table 2 provides a holistic view of the overall pedagogical process in teaching Wushu, broken down by the demographic profiles of sex, year level, school, and residence. The table outlines the mean scores and standard deviations for each demographic category, supplemented by statistical values and p-values to test for significance in the differences observed.

Analyzing sex differences, male students have a slightly higher mean score of 4.64 compared to female students' mean of 4.61, both with comparable standard deviations. The t-

value for this comparison is 0.55 with a p-value of 0.58, which is not statistically significant, leading to the acceptance of the null hypothesis (H0) that asserts there are no substantial differences in the pedagogical process based on sex. The results of this study are consistent with Lv Xiaoliang's point of view. Lv Xiaoliang believes that "there is no significant difference between the quality of ideological and political teaching between gender" (Lv Xiaoliang, 2022)

Looking at the year level, there seems to be a positive correlation between the year level and the mean scores,

suggesting that students' appreciation of the pedagogical process may grow as they advance in their Wushu studies. Despite this trend, with an F-value of 2.18 and a p-value of 0.09, the statistical significance is not established, hence the null hypothesis remains accepted across year levels. The results of this study are consistent with Wang Aijing's point of view. He believes that "different grades of students are more consistent and there is no significant differences" (Wang Aijing, 2019).

**Table 2.** Comparison of Pedagogical Process in Teaching Wushu based on Demographic Profile

Demographic Profile	Categories	Mean	SD	Stat. Value	P-Value	Interpretation/ Decision
Sex	Male	4.64	0.52	t=0.55	0.58	Not significant/ Accept H0
	Female	4.61	0.53			
Year Level	1st year	4.56	0.58	F=2.18	0.09	Not significant/ Accept H0
	2nd year	4.62	0.57			
	3rd year	4.71	0.46			
	4th year	4.68	0.42			
School	FNU	4.73	0.41	F=1.81	0.06	Not significant/ Accept H0
	BC	4.88	0.27			
	SC	4.57	0.54			
	CC	4.67	0.48			
	HNU	4.62	0.56			
	HINU	4.57	0.65			
	ANU	4.49	0.50			
	CHC	4.68	0.55			
Residence	Rural	4.64	0.50	t=0.62	0.53	Not significant/ Accept H0
	Town	4.61	0.57			

*Level of Significance: 0.05*

School-wise, differences in mean scores are noted, particularly with BC scoring the highest (mean = 4.88). However, an F-value of 1.81 and a p-value of 0.06 suggest that while there may be differences in how students from various schools perceive the pedagogical process, these differences do not reach the level of statistical significance, leading to the retention of the null hypothesis. The results of this study are consistent with the views of Yang Lingyan and other views. Yang Lingyan and others believed that "the class experience of students in general undergraduate colleges tend to be consistent, there is no significant difference" (Yang Lingyan et al., 2013); Zhang Yuwei and others believe that "the classroom learning experience between students between undergraduates Sexual differences "(Zhang Yuwei et al., 2020).

The comparison between students based on their residence—rural and town—shows very close mean scores (4.64 and 4.61, respectively) with no significant difference between the two (t-value = 0.62, p-value = 0.53). The results of this study are consistent with Lv Xiaoliang's point of view. Lv Xiaoliang believes that "there is no significant differences in the quality of teaching and politics in urban and rural students" (Lv Xiaoliang, 2019)

In summary, Table 2 indicates that across the board—be it sex, year level, school, or residence—there are no statistically significant differences in students' perceptions of the pedagogical process in Wushu. This suggests that the teaching approaches and evaluations are consistently experienced by students, regardless of these demographic factors.

### 4.3. Qualitative Data Analysis

**Table 3.** The frequency of influencing factors

Core category	Fundamental category	Frequency	Rank
The influencing factor of ideological and political construction quality	Teachers' ideological and political ability	29	5
	Instructional objectives	34	3
	Content of courses	40	2
	Teaching method	32	4
	Teaching evaluation	45	1
	Teaching environment	12	7
	Ideological and political elements mining	28	6

*Explanation: Frequency refers to the frequency at which relevant topics appear. Rank refers to the result of sorting.*

The main categories of this study are teachers' ideological and political ability, teaching objectives, teaching content, teaching methods, teaching evaluation, teaching environment, and the mining of ideological and political elements. According to the mention frequency of Wushu teachers, the influencing factors from high to low are teaching evaluation, teaching content, teaching objectives, teaching methods, teachers' ideological and political ability, mining of

ideological and political elements, and teaching environment. The frequency of each influencing factor is shown in Table 3.

## 5. Conclusion

1). Across the board—be it sex, year level, school, or residence—there are no statistically significant differences in students' perceptions of the pedagogical process in Wushu. This suggests that the teaching approaches and evaluations are consistently experienced by students, regardless of these demographic factors.

2). From the qualitative and quantitative analysis results, the teaching objectives, teaching content, teaching methods, teaching evaluation, teaching environment and teachers' ideological and political ability have a significant positive impact on the ideological and political construction quality of Wushu courses in colleges and universities in Anhui Province. The excavation of ideological and political elements also has a significant positive impact on the ideological and political construction quality of Wushu courses in universities in Anhui Province.

3). There are some problems in the ideological and political construction of Wushu courses in colleges and universities in Anhui Province, such as imperfect teaching evaluation system, unsystematic teaching content, unclear teaching objectives, insufficient diversified teaching methods, insufficient teachers' ideological and political ability, insufficient ideological and political elements, and teaching environment is not good enough. These problems restrict the quality of ideological and political construction of Wushu curriculum.

4). On the basis of the research results, it is necessary to formulate a set of scientific and reasonable teaching design as a reference for teachers' teaching and students' learning, so as to improve the quality of ideological and political

construction of Wushu courses in universities in Anhui Province.

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