Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 5, No. 2, 2023

Sports Management Skills of Principals and Their Adherence to China's Double Reduction Policy

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Abstract: This study examined the demographic profiles, sports management skills, and adherence to the double reduction policy of principals in primary schools located in Hongshan District, Wuhan City, Hubei Province, China employing comparative-correlational approach. The study's participants consist of principals selected from 24 primary schools in the region. The findings highlight a diverse group of principals in terms of age, gender, educational attainment, and years of experience. The assessment reveals a low level of sports management skills and a gap between policy intentions and implementation of the double reduction policy. The study underscores the importance of professional development and support to enhance principals' skills and improve policy implementation in the given context. These insights contribute to a deeper understanding of the characteristics and challenges faced by principals in this specific locale.

Keywords: People Management; Communication Time; Management Analysis Skills; Entrepreneurial Skills; Improve the Quality of Education; Education Reform; Double Reduction Policy.

1. Introduction

Sports management requires exceptional leadership skills, including motivation, organization, vision, and people skills (Ohio University, 2020). Managers must handle pressure, adapt to novel situations, and understand the inner workings of sports organizations. Transformational leadership, emphasizing vision and care for followers, is crucial (The Sports Digest, 2023).

Managers must use power wisely, considering its impact on morale and productivity. Traits and attitudes of managers significantly influence followers' response to change. Formal education and experience are essential due to the complexities in sports organizations (Mahaffey, 2022).

In sports management, individuals must lead by example, instilling confidence, making decisive decisions, and fostering excellent communication. Great leaders create unity and support positive events (Various Sources).

Effective sports management is assessed based on people management, communication, time management, analytical, and entrepreneurial skills (Herrity, 2023; Hanson, 2019; Editorial Team, 2022; Brauckmann-Sajkiewicz & Pashiardis, 2020).

Analytical skills involve observation and critical thinking. Entrepreneurial leadership combines creativity and resource management. School administrators must excel in time management for a well-run institution (Success at School.org, 2022; Pashiardis & Brauckmann, 2019; Buhren, 1997).

"Double reduction" policy in China aims to reduce homework, promote physical education, and improve students' mental health (Various Sources).

Optimizing physical education under this policy requires principals to integrate sports management and leadership, emphasizing "play" and active involvement in sports (Various Sources).

This study aims to understand principals' opinions on optimizing physical education and promoting students' well-rounded development under the "double reduction" policy, benefiting students, teachers, and school administrators (Various Sources).

2. Statement of the Problem

This study aims to assess the sports management skills of principals and their adherence to China's double reduction policy toward an enhanced PE curriculum implementation plan.

Specifically, this study will seek answers to the following questions:

1.What is the profile of the principals in terms of:

1.1age

1.2sex

1.3educational attainment

1.4years of experience

2. What is the assessment of the principals of the sports management skills in terms of:

2.1People Management

2.2Communication

2.3Time Management

2.4Analytical Skills

2.5Entrepreneurial Skills

3. Is there a significant difference in the assessment of the principals when their profile is considered as a test factor?

4What is the assessment of the principal of their adherence to China's double reduction policy in terms of:

4.1Boosting Students' Well-Rounded Development

4.2Improving Education Quality

4.3Facilitating Education Reform

5Is there a significant difference in the assessment of the principals of their adherence to China's double reduction policy when their profile is considered as a test factor?

6Is there a significant relationship between the principal's sports management skills and their adherence to China's double reduction policy?

7Based on the result of the study what practical guidelines for principals that outlines best practices for sports management within the framework of the Double Reduction Policy?

2.1. Hypotheses

There is no significant difference in the assessment of the principals when their profile is considered as a test factor.

There is no significant difference in the assessment of the principals of their adherence to China's double reduction policy when their profile is considered as a test factor.

There is no significant relationship between the principal's sports management skills and their adherence to Chinas' double reduction policy.

2.1.1. Significance of the Study

education Policymakers: The study's insights can inform Chinese education policymakers about challenges and opportunities related to the Double Reduction Policy and the Enhanced PE Curriculum. This information can help refine policies, allocate resources wisely, and design targeted interventions to improve sports management skills among principals.

School Principals: Principals are vital in policy implementation and school management. This study can deepen their understanding of the importance of sports management skills in implementing the Enhanced PE Curriculum. It may also identify areas where principals need support, such as professional development programs for sports management, curriculum design, and monitoring techniques.

Physical Education Teachers: The findings can benefit physical education teachers by clarifying expectations and requirements of the Enhanced PE Curriculum. This knowledge can help teachers align their teaching practices with curriculum objectives, resulting in better instructional methods and student outcomes.

Students: Ultimately, students benefit the most from the study. It aims to enhance the quality of physical education programs, leading to improved curriculum design, teaching methods, access to sports facilities, and a stronger focus on students' physical and mental well-being and overall development.

Researchers and Academics: The study contributes to sports management, educational leadership, and curriculum development knowledge. Researchers and academics can use these findings to conduct further research, create theoretical frameworks, and propose evidence-based recommendations for enhancing sports management skills among principals and improving physical education curricula.

Study Scope and Delimitations:

Scope: The study assessed principals' sports management skills and their adherence to China's Double Reduction Policy for enhancing PE curriculum implementation. It explored principal profiles, including age, gender, education, and experience. Assessment of sports management skills covered people management, communication, time management, analytical skills, and entrepreneurial skills. The study also evaluated how principals perceived the policy's impact on students' well-rounded development, education quality, and reform.

Comparison Factors: The study examined potential differences in assessments based on principal profiles. It sought to determine if profiles influenced principals' adherence to the Double Reduction Policy. Additionally, the study investigated the relationship between sports management skills and policy adherence.

Delimitations:

The study focused solely on principals and excluded other stakeholders (e.g., teachers, students, parents).

Assessment of sports management skills was limited to specific areas.

Evaluation of policy adherence was confined to identified aspects.

Broader societal or cultural influences on skills or policy adherence were not considered.

The study's context was China's Double Reduction Policy and may not apply directly to other educational systems or policies.

Self-assessment measures may introduce potential biases or inaccuracies.

The study did not comprehensively assess the overall effectiveness or impact of the Enhanced PE curriculum but primarily explored principals' perspectives and skills.

2.2. Conceptual Framework

The Double Reduction Policy

The "Double Reduction" policy represents a significant shift in the Chinese education system, moving from an emphasis on exams to prioritizing the overall growth and development of students. This shift is necessary due to the strain students face in an unhealthy, exam-focused learning environment. Additionally, elementary school children face pressure to engage in extracurricular activities, often driven by the belief that success must be achieved at a young age.

Many parents enroll their children in extracurricular tutoring, leaving teenagers with little time for rest. This can lead to psychological issues, as demonstrated by a study in Northeast China, which found that 35 percent of students had psychological abnormalities, and 5.3 percent suffered from mental illnesses.

The "Double Reduction" policy aims to alleviate the academic pressure on teenagers, promoting their healthy physical and mental development and motivating them to study. By reducing the difficulty of learning and providing external incentives, students can maintain their enthusiasm for learning while building a positive sense of self-efficacy.



Figure 1. Conceptual Framework: Elements of Sport Management

2.3. Research Paradigm

Figure 2 presents the research paradigm of the study. As shown, the study will look into the profile of the School Principals and use it to test the significant difference in their assessment of their Management Skills of Principals in terms of People Management, Communication, Time Management, Analytical Skills, and Entrepreneurial Skills. The same test will be conducted for the Principals' Adherence to China's Double Reduction Policy in terms of Boosting Students' Well-

Rounded Development, Improving Education Quality, and Facilitating Education Reform. Test of the significant relationship between School Principals' Management Skills and Adherence to China's Double Reduction Policy. The results of these tests will be used as inputs to designing an enhanced PE curriculum implementation plan.

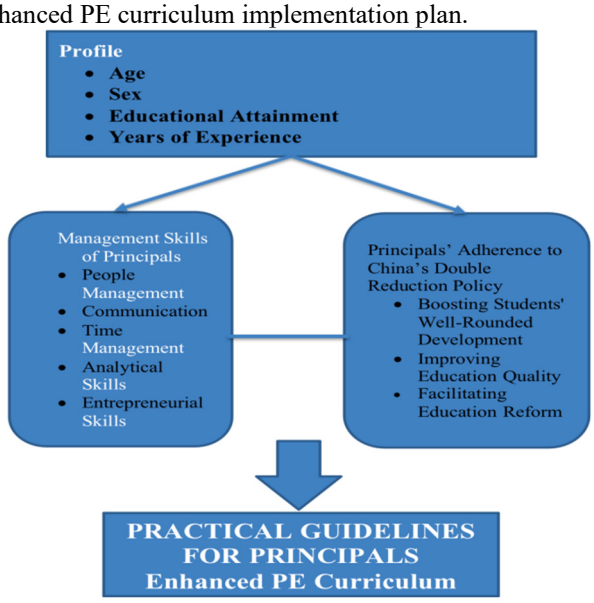


Figure 2. Research guide

2.4. Research Methods

describe the process and techniques used to conduct the investigation. This includes the research design, population and sampling, respondents for the study and its overall framework, research instruments, instrument validation, data collection techniques, and statistical treatments used for data analysis.

2.5. Research Design

This study adopted a comparative correlational research design, which involves collecting, analyzing, classifying, and tabulating information about current situations, practices, beliefs, processes, trends, and cause-and-effect relationships and then drawing appropriate and accurate conclusions. Conclusions drawn with or without the use of statistical methods. According to Mugenda and Mugenda (2013), descriptive research is a comprehensive examination of a group, institution, or phenomenon to reveal the connections between causes and factors that influence the behavior or phenomenon under investigation. In addition, this study also adopted related research strategies. Creswell (2012) believes that the goal of correlational research is to determine the connection between two or more variables and their causes and consequences. Additionally, correlation testing is used to reveal patterns or trends between two (or more) variables or data sets using statistics. Additionally, quantitative research is used, which involves data collection, conversion into numerical form, and statistical analysis. It solves problems by collecting numerical data and conducting statistical or mathematical analysis (Apuke, 2017).

2.6. Sampling Technique

These respondents were selected through purposive sampling from 24 primary schools in Hongshan District, Wuhan City, Hubei Province, China, based on the following criteria: (1) they are primary school principals, (2) they have led the school for at least two years, (3) They are implementing a double reduction policy.

3. Data Gathering Procedures

The researcher first secured permission from the participating schools to allow target participants to participate in the survey. After securing approval from the school, the researcher distributed the questionnaire to the respondents. The tool used for this research was a self-made questionnaire that underwent validation by experts and a reliability test using Cronbach alpha. Before completing the survey, participants in the study received a briefing from the researcher that included an overview of the aims of the study and a confidentiality agreement. Data were gathered, tabulated, analyzed, and interpreted using several statistical methods, including frequency and percentage distribution, weighted mean, standard deviation, independent sample t-test, one-way ANOVA, and Pearson R Correlation.

4. Summary of Findings

1. The demographic overview of the principals in the study reveals that the majority fall within the 31-50 age range, with males representing a higher proportion. Most principals have an undergraduate or postgraduate degree, and a significant number of them have 13-15 years of experience.

2. The principals exhibit a low level of sports management skills across various indicators, highlighting the need for improvement in areas such as people management, communication, time management, analytical skills, and entrepreneurial skills.

3. Significant differences were found in the assessment of principals' skills based on their profile. Age, sex, and years of experience did not show significant differences in most indicators, while educational attainment had significant differences in communication, time management, analytical skills, and entrepreneurial skills.

4. The principals' assessment of their adherence to the double reduction policy indicates a low level of implementation for the indicators of boosting students' well-rounded development, improving education quality, and facilitating education reform.

5. When considering profile as a test factor, significant differences were observed in the assessment of adherence to the double reduction policy based on educational attainment, while no significant differences were found based on age, sex, and years of experience, except for educational attainment.

6. There is a moderate positive correlation between the principal's sports management skills and their adherence to the double reduction policy, suggesting that stronger sports management skills may contribute to better implementation of the policy.

5. Conclusion

1. The demographic profile of the study's principals shows a very fair distribution in terms of age, with the majority lying between the ages of 31 and 50. This shows that the study's conclusions were influenced by a varied group of principals. The greater presence of men emphasizes the need to encourage gender diversity in educational leadership posts. The disparity in educational attainment and years of experience highlights the need to take into account varied backgrounds and viewpoints in educational leadership.

2. The principals' poor level of sports management abilities across many metrics shows the need for professional growth

and training in areas such as people management, communication, time management, analytical skills, and entrepreneurial skills.

3. The large disparities in assessing principals' competence depending on their profile give useful information. Age, gender, and years of experience did not reveal significant variations in most measures, indicating that these characteristics may not have a large impact on management skill development in the setting of the research. However, the large variations in educational attainment seen underline the significance of education in molding managerial abilities.

4. The low rate of adherence to the twofold reduction policy by principals demonstrates a mismatch between policy goals and actual execution. This underscores the need for more assistance and resources to allow principals to successfully execute the policy and handle the problems associated with increasing school quality and supporting education reform.

5. The lack of substantial variations in policy adherence depending on age, gender, and years of experience shows that these criteria may not be major predictors of policy implementation by principals. However, the large variations in educational attainment found underscore the impact of educational background on principals' policy adherence.

6. The somewhat positive link between principals' sports management abilities and their adherence to the double reduction policy suggests that improving sports management skills might help policy implementation.

6. Recommendations

1. Encourage gender diversity in educational leadership by developing policies and activities to increase female representation in key positions. Stress the significance of ongoing professional development and training for principals of all ages, educational backgrounds, and years of experience.

2. Create focused training programs and tools to help principals improve their sports management abilities, with an emphasis on people management, communication, time management, analytical skills, and entrepreneurial skills.

3. Work with sports management specialists and organizations to give principals direction and help in conducting successful sports-related activities in their schools.

4. Use educational credentials and background as selection and promotion criteria for principals, guaranteeing a varied spectrum of educational viewpoints in school leadership roles.

5. Create leadership development programs that meet the unique requirements and problems associated with various levels of educational attainment.

6. Provide comprehensive training and resources to principals for them to properly execute the double reduction policy, with an emphasis on measures to increase student well-being, education quality, and education reform.

7. Create mentorship and support structures for principals to exchange best practices and handle policy implementation problems.

8. Tailor principal professional development programs and support depending on their educational attainment, giving specialized training and resources to meet individual needs and issues.

9. Encourage cooperation and information exchange among principals with diverse educational backgrounds to develop a comprehensive grasp of the double reduction policy and its implementation.

10. Incorporate sports management training into principals' professional development programs, allowing them to improve their abilities in executing the double reduction policy.

7. Output of the Study

Rationale

Practical guidelines for principals to implement best practices for sports management within the Double Reduction Policy provide a structured and actionable framework to help principals manage sports programs while meeting policy objectives. The recommendations address sports management problems under the Double Reduction Policy. The requested columns in the table help build realistic recommendations. The aims column outlines the guidelines' goals to help principals understand how to adopt sports management best practices inside the policy. The guidelines' implementation strategies are listed in the implementation column. By giving principals precise instructions and suggestions, they can turn goals into action. This enables methodical sports management best practices implementation. The guidelines' considerations emphasize the issues principals must consider while applying them. Challenges, limits, and specific contextual considerations may affect best practice adoption. These factors help principals make educated judgments and tailor rules to their situation. Monitoring and evaluation are essential to the recommendations since they emphasize assessing practice effectiveness. The essay proposes ways to measure sports ventures' performance. This lets principals assess success, identify areas for development, and make data-driven sports management choices. Principals need resources and external help, as shown in the resources and support column. It emphasizes resources, tools, and support networks to help principals execute the standards. This ensures students receive the support they need to overcome obstacles and incorporate sports into their schools. Finally, the timeframes and duties column emphasize defined dates and obligations. The rules foster ownership and responsibility by defining realistic timetables and allocating tasks to suitable workers. This improves cooperation and keeps sports management best practices on track.

Objectives	Description	Implementation	Best Practices	Monitoring and Evaluation	Resources and Support	Timelines and Responsibilities
1. Align sports programs with policy objectives	Ensure sports programs align with the objectives of the Double Reduction Policy.	Review current sports programs and assess alignment with policy objectives	Consult relevant policy documents and guidelines	Monitor student participation rates in sports programs	Budget allocation for resources and training	Set implementation timeline for aligning sports programs
		Integrate physical activity into the curriculum	Collaborate with teachers to align curriculum and sports activities	Assess changes in student well-being and physical fitness levels	Policy documents and guidelines	Assign responsibilities to relevant staff members
		Provide training to staff on the policy objectives	Ensure equitable access to sports for all students		- Collaboration with relevant organizations or experts	
2. Optimize resource allocation for sports programs	Allocate adequate funding, equipment, and facilities for sports programs	Assess current resource allocation and identify gaps	- Conduct regular assessments of equipment and facility needs	- Track budget allocations and expenditures for sports programs	- Collaboration with external organizations or sponsors	- Set a timeline for resource assessment and allocation
		Advocate C5for increased budget allocation for sports	- Seek community or corporate sponsorships to supplement resources	- Evaluate the availability and condition of equipment and facilities	- Budget allocation for sports resources	Identify responsible staff members for managing resources
		Seek partnerships with external organizations for shared resource usage	- Explore joint initiatives with external organizations			
3. Foster student engagement and inclusivity in sports activities	Provide equal opportunities for all students to participate in sports programs	- Offer a variety of sports options to cater to diverse interests and abilities	- Promote sports activities that foster teamwork and cooperation	- Track student participation rates and demographic representation	- Student leadership programs	- Set a timeline for implementing inclusive sports policies
		- Implement inclusive policies and eliminate barriers to participation	- Provide adaptive sports programs for students with disabilities	- Collect feedback from students on their sports experiences	- Collaboration with disability support organizations	- Assign responsibilities to staff members for organizing diverse sports programs
		- Establish mentorship programs to encourage involvement	- Encourage student leadership in organizing sports events		- Professional development for teachers on inclusive practices	
4. Provide professional development for teachers in sports management	Offer training and support for teachers to improve sports management capabilities	- Provide workshops and seminars on coaching techniques and program planning	- Foster a learning culture among teachers for continuous professional growth	- Collect feedback from teachers on the effectiveness of training programs	- Training materials and resources	- Set timeline for professional development sessions
		- Offer resources and materials for professional development	- Share successful case studies and best practices in sports management	- Assess changes in teachers' knowledge and confidence in sports management	- Collaboration with sports management experts or organizations	- Identify responsible staff members for organizing and facilitating training programs
		- Encourage teachers to attend relevant sports management conferences and workshops	- Provide ongoing mentoring and support for teachers in their sports management roles		- Mentoring programs for teachers	
5. Monitor and evaluate sports programs' effectiveness	Implement a monitoring and evaluation system for sports programs	- Define evaluation criteria and indicators for sports programs	- Use data to identify areas of improvement and make informed decisions	- Regularly review and analyze data on student participation and satisfaction	- Data collection tools and templates	- Set timeline for data collection and analysis
		- Regularly assess student participation rates, physical fitness levels, and satisfaction with sports activities	- Recognize and celebrate successes in sports programs	- Monitor changes in the physical fitness levels of students	- Data analysis software	- Assign responsibilities for monitoring and evaluation activities
		- Collect feedback from students, parents, and teachers	- Share evaluation findings with relevant stakeholders		- Support from research or evaluation experts	
6. Provide necessary resources and support for sports management	Identify and provide resources and support for sports management initiatives	- Establish partnerships with sports clubs, community centers, and local authorities	- Share best practices and success stories in sports management	- Track utilization of external resources and support	- Collaboration agreements with external organizations	- Set timeline for establishing partnerships and accessing resources
		- Seek sponsorship or grant opportunities for sports programs	- Provide access to training materials and research resources	- Collect feedback from principals on the use of provided resources	- Sports management literature and research	- Identify responsible staff members for coordinating resource allocation
		- Develop a network of experts or consultants to provide guidance and support	- Facilitate networking opportunities for principals to learn from each other		- Networking platforms for principals	
7. Establish timelines and responsibilities for sports management activities	Define timelines and assign responsibilities for sports management activities	- Set realistic timelines for implementing different sports management practices	- Regularly review progress and adjust timelines as needed	- Assess adherence to established timelines and completion of activities	- Clear communication channels for sharing responsibilities	- Develop a comprehensive timeline for sports management activities
		- Communicate the importance and urgency of each activity	- Provide support and guidance to staff responsible for activities	- Collect feedback from staff members on challenges and successes in implementation	Support from school administration for staff members' involvement in sports management	- Assign specific responsibilities to relevant staff members
		- Identify individuals responsible for each activity	- Ensure clear communication of responsibilities to avoid confusion		- Regular check-ins or progress reviews	

Figure 3. Implementation principle
"Guidelines for Principals: Implementing Best Practices in Sports Management within the Framework of the Double Reduction Policy"

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