



The Implications of "Sports +" Initiative to Building the Campus Sports Culture in Hainan, China

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Abstract. As a new socio-economic activity, Sports+ plays an important role in various aspects of social life, including the university campus. It is significant to build the campus sports culture which improves the physical health of students and enriches their campus life. A review of the drawbacks of physical education courses in Chinese universities clarifies that Sports + serves as both a government initiative for the public good and an opportunity to enhance the development of campus sports culture. With an overview of the literature, this paper is to generalize the implications of launching the initiative of Sports+ and discuss the potential benefits this initiative is to bring to campus sports culture.

Keywords: Sports +; Campus sports culture; Implications

1 Introduction

In recent years, Hainan has successfully organized events like the Hainan International Marathon, Hainan Rendez-Vous, and Hainan World Leisure Tourism Expo. These events aim to attract athletes and tourists from around the world and promote the province as a sports and tourism hub. Additionally, Hainan is home to several high-level sports training facilities and academies, particularly for golf and water sports. The province has invested in the development of sports infrastructure, including golf courses, sailing centers, and sports stadiums, to support the growth of sports tourism and encourage participation in various sports activities. The social background, as well as the support from the national and local government, and the expectations and demands of the people, have nurtured the occurrence of Sports+.

Sports+ is a brand-new concept with a mature industry chain, including sports + venues, sports + insurance, sports + rehabilitation, sports + medical, sports + finance, sports + services, etc. It has developed as a new socio-economic form by integrating with many fields across borders. Sports+ is a combination of sporting elements. For university students, Sports+ has not only injected new vitality into their campus life but also broadened the space for their career choice and employment. As a result, the gap

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H. Li and Z. Nie (eds.), *Proceedings of the 2023 2nd International Conference on Sport Science, Education and Social Development (SSESD 2023)*, Advances in Social Science, Education and Humanities Research 781, https://doi.org/10.2991/978-2-38476-122-7_7

in the Sports+ model on campus has been successfully opened up, with marketing, events, media, internet, tourism, and medical industries beginning to serve sports, enhancing the vitality of campus sports culture and promoting the development and innovation of college education. Corresponding adjustments have been made to combine physical education with various subjects, giving full play to students' subjective initiative and creative ability, meeting the needs of different student groups as far as possible, and mobilizing students' enthusiasm for sports participation.

Since Sports+ is a new trend, relative research is limited, and the literature on this initiative is to be enriched. In its official introduction, Sports+ specifically refers to the operations of sports+event, sports+media, sports+tourism, sports+internet, and sports+services. Sports play a more important role in the development of various industries in a synergistic manner, including campus sports culture, which refers to the cultural activities in the specific campus environment, whose main content is to cultivate students' sportsmanship and sports skills, and whose main objectives are to enhance students' physical and mental health and improve their sports literacy. The campus sports culture directly reflects the degree of soundness and perfection in physical education, venue facilities, sports competitions, sports participation, and sports publicity.

2 The status quo of physical education and campus sports culture in Chinese universities

Physical education has traditionally been a mandatory component of the curriculum in Chinese universities. Students are typically required to take physical education courses as part of their degree programs. These courses often include activities such as swimming, running, ball games, and artistic gymnastics. Some courses, such as Artistic Gymnastics, depending on their nature, are divided into classes according to gender or are available only to males or females. Physical education classes usually meet once a week for two credit hours throughout all four or five years of university. Each semester of physical education concludes with an exam. The exam is geared toward the specific sport the student has taken. At the freshman level, the exam may also be on physical education theory, general knowledge of physical education and health, etc. In addition, all students must pass a uniform physical fitness test during their college years. This has led to an increase in the level of importance that students place on the physical education program. Many Chinese universities conduct such fitness tests for their students to assess their physical fitness levels. These tests can include measurements like endurance, strength, and flexibility. Performance in these tests may impact a student's overall academic evaluation.

China has been actively promoting sports and physical fitness, partly as a means to improve public health. The government has invested in sports infrastructure and facilities, which are often used by universities for physical education programs. Some universities in China are known for their professional sports programs. They may have dedicated facilities and coaches for training athletes in various sports. These universities often participate in national and international sports competitions.

Chinese universities may offer courses in traditional Chinese martial arts, such as Tai Chi and Kung Fu, as part of their physical education programs. These are valued for their cultural significance and health benefits. Tai Chi and Kung Fu are often included as elective courses in physical education programs alongside more conventional activities like swimming or team sports. Students have the opportunity to choose these martial arts as part of their physical education requirements, which can make the curriculum more engaging and diverse.

Over the years, there has been a push to modernize and diversify physical education offerings in Chinese universities. This includes introducing new sports and fitness activities to cater to a wider range of student interests and abilities. Chinese universities have been introducing a wider variety of sports and physical activities beyond traditional options. This includes sports like basketball, soccer, volleyball, tennis, badminton, and even less conventional sports like rock climbing, cycling, and skateboarding. By diversifying the sports offered, universities cater to a broader range of student interests and abilities, encouraging more students to participate in physical activities.

In response to concerns about the health and fitness of Chinese students, there have been initiatives to improve physical fitness. These may include campaigns to encourage regular exercise and healthy lifestyles. Physical fitness initiatives in Chinese universities involve efforts to promote physical activity, health, and well-being among students. These initiatives are designed to encourage a healthy and active lifestyle on campus and address concerns about the overall fitness and well-being of students. Universities may provide a variety of physical activity classes and workshops as part of their fitness initiatives. These classes can include yoga, aerobics, dance, and group fitness sessions. Students have the opportunity to explore different forms of exercise and find activities they enjoy.

Chinese universities are also collaborating with international institutions and organizations to exchange knowledge and expertise in the field of physical education and sports. Some Chinese universities have established research centers and academic programs focused on sports science, sports management, and related disciplines.

3 Issues and assumptions

Chinese universities offer unified physical education classes that are increasingly rich in content and increasingly diverse in form. But once the context of physical education is converted from the current unified model to, or supplements, the Sport+ model, then it is easy to find the mismatch. This is because there are some drawbacks to the implementation of physical education classes in Chinese universities. Here are some of the possible issues:

Single content of physical education courses: In Chinese universities, physical education courses are often dominated by traditional sports, such as basketball, soccer, volleyball, etc. This results in students being exposed to only a limited number of sports and a lack of knowledge and interest in other sports. Meanwhile, students who are not interested in or good at traditional sports may feel bored or intimidated to participate in physical education classes.

Lack of personalized teaching: Since university physical education classes are generally large and have a large number of students, teaching resources are relatively limited. This makes it difficult for teachers to provide individualized instruction and attention to each student. Some students may not receive adequate instruction or feedback, while others may be restricted from developing according to their interests or abilities.

Exam-grading bias: In some college physical education classes, exam grading tends to take up a large percentage of the class. This leads to students focusing more on achieving good grades in exams and neglecting physical activity itself. Some students may participate in physical education classes with the attitude of coping with exams rather than exercising in the real sense.

Time conflicts and irrational arrangements: University course schedules are often tightly organized, making it difficult for students to spare enough time for physical activity under the pressure of coursework. In addition, the scheduling of physical education classes sometimes conflicts with other courses, making it necessary for students to choose between the two.

Lack of professional coaches and facilities: Some university physical education courses may lack professional coaches and good sports ground facilities to provide a quality sports training environment. This may affect students' learning and development in physical education classes, especially for students who are interested or talented in a particular sport.

To address these drawbacks, universities may consider the following measures including a diversified curriculum, individualized instruction, comprehensive evaluation system, reasonable scheduling, provision of good facilities and professional coaches, etc.

To be in detail, for example, universities should be suggested to offer a more diverse physical education program that covers different sports and encourages students to experiment and participate in multiple areas. It would also be beneficial to students if the universities could increase the number of instructors and reduce the ratio of students to instructors to better focus on the needs and development of each student and provide individualized instruction and feedback. To most universities, it is reasonable to establish a comprehensive evaluation system to assess students' participation, sports skills, and teamwork abilities in physical education classes, and reduce reliance on test scores. What's more, universities must have reasonable scheduling of courses to ensure that students can have enough time to participate in sports activities and try to avoid conflicts with other courses. Above all these, one more necessary measure, although it is more dependent on national support, it is essential for universities to invest adequate resources in improving sports facilities and hiring professional coaches to provide a high-quality sports training environment and guidance.

Most importantly, the concept of Sport+ should be truly integrated into the teaching philosophy and instructional design of university physical education courses to allow sports and a variety of factors to combine, greatly expanding the practicability and relevance of opening physical education courses in most Chinese universities.

By taking the above measures, some of the problems in Chinese university physical education courses may have a better chance of being solved, and the students' experience and benefits in physical education courses may be enhanced. The adaptability of

the suggested resolution to the issues and the implications of the measure need to be verified through literature and past research.

4 Implications

Based on the recent related literature, the Sports+ initiative is of great significance in building a campus sports culture. Since it is combining sports with other fields to promote the development of national fitness, national health, and regional tourism in Hainan, the following implications of Sports+ are highlighted:

Sports+ initiative is supposed to strengthen physical education in Chinese education systems, especially universities. The Sports+ initiative integrates physical education into campus education. By providing more attention and resources, universities provide a more comprehensive physical education curriculum and develop students' interests and abilities in physical education. This helps students develop proper health attitudes, improve physical skills, and enhance their physical fitness [1].

Sports+ initiative is believed to have the power to promote teamwork and social communication, which are considered the most important 21st-century learner skills, among students. The Sports+ initiative promotes teamwork and social communication among students by organizing team sports activities, such as inter-school competitions and campus leagues. Students learn to cooperate, coordinate, and share in teams, developing team spirit and a sense of collective honor. This helps build a positive campus culture and enhances school cohesion [2].

Sports+ initiative is supposed to develop leadership and management skills among university students. The Sports+ initiative encourages students to participate in organizing and managing sports activities. Students have the opportunity to develop leadership and management skills by serving as captains of sports teams, leaders of sports and cultural clubs, and other roles. Through these experiences, students can enhance their leadership, team management, and communication skills and build a solid foundation for their future development [1,3].

Promoting sportsmanship and values is also a possibility brought by the Sports+ initiative. The Sports+ initiative focuses on passing on and promoting sportsmanship and values. Sports activities foster the values of competitiveness, teamwork, perseverance, and fair play. Through the shaping of sports culture, students can establish correct sports ethics and apply them to their daily lives [4].

Sports+ initiative is also considered to be able to enhance the influence of campus culture. The Sports+ initiative can enhance the brand image and influence of sports in Hainan Province by vigorously developing the sports tourism industry. Schools can actively participate in sports tourism activities, such as sports events, sports camps, etc., to attract more participants and attention, and enhance the influence and appeal of campus culture [5].

Overall, the Sports+ initiative has positive implications for building a campus sports culture. By strengthening physical education, promoting teamwork and social interaction, developing leadership and management skills, promoting sportsmanship and val-

ues, and enhancing the influence of campus culture, schools in Hainan can build a positive campus sports culture that promotes the overall development and growth of students.

5 Discussion and Conclusion

Sports + as a new socio-economic initiative has gradually entered the stage of history, giving full play to the optimization and integration of sports in the allocation of social resources, enhancing the innovation and productivity of the whole society, forming a more extensive new form of economic development with sports as the infrastructure and realization tools [6]. The Sports+ initiative has significant implications for building a campus sports culture. Sports+ is a comprehensive concept that aims to combine sports with other areas to create a richer sports experience and a more holistic sports culture. Combining sports with other fields can promote the development of physical and mental health, all-around development, team spirit, and cooperation, as well as enhance the awareness of sports culture, providing students with richer learning and development opportunities [7]. Teachers should pay extra attention to the cultivation of students' interest in sports in the teaching process, to stimulate students' initiative, exploration, and enthusiasm for learning, and to help students participate more actively, optimistically, and positively in sports and eventually form a lifelong awareness of the sport.

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