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## International Promotion Strategies and Students' Desire to Participate in Martial Arts Program in a Selected University in Beijing, China

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In Partial Fulfillment of the Requirement for the Degree **Doctor of Philosophy in Educational Management** Major in Physical Education

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**Approval Sheet**

This dissertation proposal entitled “**International Promotion Strategies and Students' Desire to Participate in Martial Arts Program in a Selected University in Beijing, China**” was prepared by **Chen Wenyan** in partial fulfillment of the requirements in **Doctor of Philosophy In Educational Management** Major in Physical Education approved for oral presentation.

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### **Abstract:**

Martial arts programs have long been celebrated for their holistic approach to physical, mental, and social development. In the context of modern education, universities worldwide have recognized the significance of incorporating martial arts into their offerings as a means to promote student well-being and holistic growth. As such, understanding the factors that influence students' desire to participate in martial arts programs has become increasingly vital for universities seeking to enhance student engagement and satisfaction.

Research in various contexts has shed light on the diverse nature of students' motivations and the factors that contribute to their engagement in martial arts training. Studies such as those by Choi et al. (2021), Gutiérrez-García et al. (2018), and Kudláček et al. (2019) have explored the physical, social, psychological, and physiological effects of martial arts participation among diverse populations. These studies highlight the importance of considering a wide range of factors, including physical fitness improvements, social interactions, psychological outcomes, and individual preferences, when designing martial arts programs tailored to students' needs.

The integration of social media platforms into martial arts education and promotion has revolutionized the way practitioners engage with the sport. Research suggests that social media plays a pivotal role in facilitating

martial arts learning through various means such as video sharing, exchange of teaching materials, and interactive teacher-student communication (Xie et al., 2022).

Furthermore, to propel the entry of Chinese martial arts events into the Olympic Games, scholars advocate for leveraging social media platforms to promote events and organize competitions, thus enhancing global visibility and participation (Xie et al., 2022). Indeed, community involvement is paramount in promoting martial arts, as evidenced by studies indicating the influence of social media marketing activities, user experience, and sport attachment on participation intentions (Xie et al., 2022). By harnessing the power of social media, martial arts organizations can expand their reach, attract new participants, and foster a sense of community among practitioners (Xie et al., 2022).

Scholars emphasize the intrinsic connection between Chinese martial arts and broader cultural and philosophical concepts, advocating for leveraging international platforms to promote cross-cultural exchange and appreciation (Jennings, 2014; Wang, 2010). However, strategic considerations and challenges abound in international promotion efforts, necessitating a comprehensive approach involving government leadership, interdisciplinary cooperation, and tailored communication strategies (Yu, 2016; Qiao, 2016). By incorporating martial arts into educational settings, students not only enhance their physical fitness and self-defense skills but also develop a deeper appreciation of Chinese heritage and values (Shi, 2009; Chen, 2013).

As part of this broader landscape, students' desire to participate in martial arts programs emerges as a complex interplay of various factors. Perceived benefits, such as physical fitness improvements and mental well-being, serve as strong motivators for participation (Dahle, 2017; Gutiérrez-García et al., 2018). Additionally, the social dimension of martial arts training, characterized by communal settings and supportive relationships, plays a pivotal role in fostering continued engagement (Choi et al., 2021; Anam et al., 2024). Moreover, the motivational climate within martial arts programs, shaped by clear goals and supportive environments, influences students' intrinsic motivation and long-term commitment (Silva et al., 2019; Xie et al., 2022).

Individual characteristics and preferences contribute to students' desire to participate in martial arts programs, as they are drawn to specific styles, disciplines, and cultural backgrounds (Maor, 2019; Alsarve & Tjønndal, 2019). By tailoring programs to accommodate diverse interests and needs, organizers can foster inclusivity and enhance engagement among students (Maor, 2019; Alsarve & Tjønndal, 2019).

The intersection of social media, international promotion strategies, technological innovations, and students' motivations underscores the dynamic and multifaceted nature of the martial arts landscape. Understanding these interconnections is vital for stakeholders seeking to promote and sustain the practice of martial arts in an increasingly interconnected and diverse world.

Moreover, the promotion of martial arts programs on an international scale presents unique opportunities and challenges, particularly in multicultural university environments like Beijing, China. Understanding how international promotion strategies intersect with students' desire to participate in martial arts programs is essential for universities aiming to attract and retain diverse student populations. Research in this area can provide valuable insights into effective promotional approaches and program design considerations that cater to the needs and interests of both local and international students.

Therefore, this study aims to investigate the relationship between international promotion strategies and students' desire to participate in martial arts programs at a selected university in Beijing, China. Thus, the researchers seek to contribute to a deeper understanding of the factors influencing students' engagement in martial arts training within the context of international higher education settings. Through empirical investigation and analysis, this study aims to provide actionable recommendations for university administrators and program organizers to enhance student participation and satisfaction in martial arts programs.

## **Introduction:**

Martial arts programs have long been celebrated for their holistic approach to physical, mental, and social development. In the context of modern

education, universities worldwide have recognized the significance of incorporating martial arts into their offerings as a means to promote student well-being and holistic growth. As such, understanding the factors that influence students' desire to

participate in martial arts programs has become increasingly vital for universities seeking to enhance student engagement and satisfaction.

Research in various contexts has shed light on the diverse nature of students' motivations and the factors that contribute to their engagement in martial arts training. Studies such as those by Choi et al. (2021), Gutiérrez-García et al. (2018), and Kudláček et al. (2019) have explored the physical, social, psychological, and physiological effects of martial arts participation among diverse populations. These studies highlight the importance of considering a wide range of factors, including physical fitness improvements, social interactions, psychological outcomes, and individual preferences, when designing martial arts programs tailored to students' needs.

The integration of social media platforms into martial arts education and promotion has revolutionized the way practitioners engage with the sport. Research suggests that social media plays a pivotal role in facilitating martial arts learning through various means such as video sharing, exchange of teaching materials, and interactive teacher-student communication (Xie et al., 2022).

Furthermore, to propel the entry of Chinese martial arts events into the Olympic Games, scholars advocate for leveraging social media platforms to promote events and organize competitions, thus enhancing global visibility and participation (Xie et al., 2022). Indeed, community involvement is paramount in promoting martial arts, as evidenced by studies indicating the influence of social media marketing activities, user experience, and sport attachment on participation intentions (Xie et al., 2022). By harnessing the power of social media, martial arts organizations can expand their reach, attract new participants, and foster a sense of community among practitioners (Xie et al., 2022).

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considerations and challenges abound in international promotion efforts, necessitating a comprehensive approach involving government leadership, interdisciplinary cooperation, and tailored communication strategies (Yu, 2016; Qiao, 2016). By incorporating martial arts into educational settings, students not only enhance their physical fitness and self-defense skills but also develop a deeper appreciation of Chinese heritage and values (Shi, 2009; Chen, 2013).

As part of this broader landscape, students' desire to participate in martial arts programs emerges as a complex interplay of various factors. Perceived benefits, such as physical fitness improvements and mental well-being, serve as strong motivators for participation (Dahle, 2017; Gutiérrez-García et al., 2018). Additionally, the social dimension of martial arts training, characterized by communal settings and supportive relationships, plays a pivotal role in fostering continued engagement (Choi et al., 2021; Anam et al., 2024). Moreover, the motivational climate within martial arts programs, shaped by clear goals and supportive environments, influences students' intrinsic motivation and long-term commitment (Silva et al., 2019; Xie et al., 2022).

Individual characteristics and preferences contribute to students' desire to participate in martial arts programs, as they are drawn to specific styles, disciplines, and cultural backgrounds (Maor, 2019; Alsarve & Tjønndal, 2019). By tailoring programs to accommodate diverse interests and needs, organizers can foster inclusivity and enhance engagement among students (Maor, 2019; Alsarve & Tjønndal, 2019).

The intersection of social media, international promotion strategies, technological innovations, and students' motivations underscores the dynamic and multifaceted nature of the martial arts landscape. Understanding these interconnections is vital for stakeholders seeking to promote and sustain the practice of martial arts in an increasingly interconnected and diverse world.

Moreover, the promotion of martial arts programs on an international scale presents unique

opportunities and challenges, particularly in multicultural university environments like Beijing, China. Understanding how international promotion strategies intersect with students' desire to participate in martial arts programs is essential for universities aiming to attract and retain diverse student populations. Research in this area can provide valuable insights into effective promotional approaches and program design considerations that cater to the needs and interests of both local and international students.

Therefore, this study aims to investigate the relationship between international promotion strategies and students' desire to participate in martial arts programs at a selected university in Beijing, China. Thus, the researchers seeks to contribute to a deeper understanding of the factors influencing students' engagement in martial arts training within the context of international higher education settings. Through empirical investigation and analysis, this study aims to provide actionable recommendations for university administrators and program organizers to enhance student participation and satisfaction in martial arts programs.

### **Background of the Study:**

As a martial arts professor and coach with a deep passion for Chinese martial arts, the motivation behind this research stems from a profound eagerness to promote the rich heritage and profound significance of Chinese martial arts on the global stage. Chinese martial arts, often referred to as Wushu, encompass a diverse array of disciplines that have evolved over centuries, encompassing not only physical techniques but also cultural, philosophical, and spiritual dimensions.

Having dedicated years to the practice and instruction of Chinese martial arts, the researcher has witnessed firsthand the transformative power of these ancient practices in the lives of practitioners. Beyond the physical benefits of improved fitness, flexibility, and self-defense skills, Chinese martial arts instill values such as discipline, respect, perseverance, and humility.

Moreover, they serve as a gateway to understanding Chinese culture, history, and philosophy, offering practitioners a holistic path to self-discovery and personal growth.

Despite the profound impact of Chinese martial arts, there remains a pressing need to enhance their global recognition, appreciation, and dissemination. As a coach deeply invested in the preservation and promotion of these traditions, the researcher recognizes the importance of strategic initiatives to elevate Chinese martial arts onto the international stage. This includes leveraging digital platforms, cultural exchanges, educational programs, and collaborative partnerships to showcase the beauty, depth, and diversity of Chinese martial arts to audiences worldwide.

Furthermore, the globalization and commercialization of martial arts have led to a dilution of authentic Chinese martial arts practices. In some cases, traditional techniques and principles are sacrificed in favor of flashy performances or simplified versions tailored to commercial appeal. This trend not only erodes the authenticity of Chinese martial arts but also diminishes their cultural and historical significance.

Additionally, there are significant barriers to entry for individuals interested in learning Chinese martial arts, particularly those outside of China. Limited access to qualified instructors, language barriers, and cultural differences pose challenges to prospective practitioners seeking to engage with these traditions. Moreover, the absence of standardized curriculum and certification processes further complicates the learning and teaching of Chinese martial arts on a global scale.

Moreover, the perception of Chinese martial arts as inaccessible or irrelevant to modern society presents a barrier to their promotion and adoption. In an increasingly fast-paced and technology-driven world, traditional practices may be seen as outdated or impractical, further marginalizing Chinese martial arts in the global arena.

Addressing these pressing challenges requires a concerted effort to raise awareness, preserve

authenticity, improve accessibility, and adapt to the needs of contemporary society. By exploring effective international promotion strategies, this research aims to tackle these challenges head-on, paving the way for the continued preservation, appreciation, and dissemination of Chinese martial arts on a global scale.

Driven by a fervent desire to contribute to the global dissemination of Chinese martial arts, this research seeks to explore effective international promotion strategies that can enhance the visibility, accessibility, and understanding of these profound traditions. By shedding light on the challenges, opportunities, and best practices in promoting Chinese martial arts, the aim is to empower coaches, practitioners, cultural institutions, and policymakers to play an active role in preserving and promoting this invaluable cultural heritage for future generations. Through collaborative efforts and innovative approaches, it is believed that Chinese martial arts can continue to inspire, empower, and enrich the lives of individuals around the world, fostering greater cross-cultural understanding, appreciation, and harmony.

### **International Promotion Strategies of Chinese Martial Arts:**

The promotion of folk martial arts in China faces challenges due to low community participation and enthusiasm. Despite the presence of WeChat martial arts groups, the Chinese community actively promotes martial arts through these platforms. Research suggests that social media can assist martial arts learning through video sharing, teaching material exchange, and teacher-student interaction. To accelerate the entry of Chinese martial arts events into the Olympic Games, researchers advocate using social media to promote events and organize competitions. Increased community involvement is crucial for promoting martial arts, as research confirms that social media marketing activities, user experience, sport attachment, and attitudes influence participation and purchase intentions. By utilizing social media, martial arts organizations can reach a wider audience and attract new participants to the sport.

Engaging with followers through interactive content and live streams can enhance the overall experience for both current and potential practitioners. Furthermore, social media platforms provide a convenient way for martial arts enthusiasts to connect, share knowledge, and support each other in their training journey. (Xie et.al, 2022)

The international promotion strategies of Chinese martial arts represent a multifaceted endeavor aimed at enhancing global recognition, appreciation, and dissemination of these traditional practices. Scholars such as Jennings (2014) and Wang (2010) emphasize the intrinsic link between Chinese martial arts and broader cultural and philosophical concepts, including health promotion, personal development, and traditional values. These scholars highlight the importance of leveraging international platforms, such as the Confucius Institute and global sporting events, to foster cross-cultural exchange and appreciation of Chinese martial arts. By engaging in partnerships with educational institutions and cultural organizations around the world, practitioners of Chinese martial arts can further promote the rich history and values embedded within these practices. Through collaborative efforts, practitioners can ensure that the essence of Chinese martial arts is preserved and shared with a global audience, contributing to a deeper understanding and appreciation of the cultural significance of these traditions. As these scholars suggest, it is through these cross-cultural exchanges that Chinese martial arts can continue to thrive and evolve in a modern, interconnected world.

The research by Yu (2016) and Qiao (2016) underscores the strategic considerations and challenges involved in international promotion efforts. Yu emphasizes the role of Chinese martial arts in enhancing China's international influence, sports industry, and cultural communication, while Qiao advocates for a comprehensive approach to promotion, involving government leadership, interdisciplinary cooperation, and targeted communication strategies tailored to diverse cultural contexts. In addition, both researchers

stress the importance of understanding the cultural nuances and values of the target audience in order to effectively promote Chinese martial arts on a global scale. They also highlight the need for continuous evaluation and adaptation of promotional strategies to ensure long-term success and sustained engagement with international audiences. This approach, they argue, is essential for dispelling misconceptions and stereotypes surrounding Chinese martial arts and for fostering a deeper appreciation and respect for the art form. By incorporating these principles into their promotion efforts, Qiao and his team believe that Chinese martial arts can not only attract a wider audience but also contribute to the preservation and promotion of traditional Chinese culture on a global stage. Through collaboration, innovation, and a commitment to cultural sensitivity, they hope to showcase the beauty and complexity of Chinese martial arts to audiences around the world.

In addition to traditional cultural exchange initiatives, technological advancements also play a crucial role in promoting Chinese martial arts education and engagement on a global scale. Ba (2022) proposes a computer-based teaching mode that integrates competition, training, and data analysis to enhance the learning experience and facilitate the internationalization of Wushu Sanda. This innovative approach not only improves the efficiency of learning but also provides a platform for practitioners worldwide to connect with and compete with each other. By utilizing technology, practitioners can track their progress, receive personalized training recommendations, and participate in virtual tournaments, breaking down geographical barriers and fostering a sense of community among martial arts enthusiasts. Ultimately, these advancements in technology are instrumental in preserving and promoting the rich tradition of Chinese martial arts on a global stage. Hence, Sanda's integration of technology into traditional martial arts training has revolutionized the way practitioners engage with the sport. The convenience and accessibility provided by virtual training and competitions have opened up new opportunities for individuals to hone their skills and

showcase their abilities. Through these advancements, practitioners are able to not only improve their techniques but also form connections with like-minded individuals from around the world, further solidifying the global reach and impact of Chinese martial arts.

**Studies such as those by Shi (2009) and Chen (2013) explore innovative approaches to integrating Chinese martial arts into educational curricula, emphasizing the cultivation of holistic health, cultural understanding, and social adaptation skills among students.** These initiatives not only promote the physical benefits of martial arts but also emphasize its cultural and philosophical dimensions, fostering a deeper appreciation and understanding of Chinese heritage and values. By incorporating martial arts into educational settings, students are able to not only improve their physical fitness and self-defense skills, but also develop a greater sense of discipline, respect, and resilience. Through these practices, students are able to learn important life lessons and values that can help them navigate the challenges of modern society while also connecting them to their cultural roots. Ultimately, integrating Chinese martial arts into educational curricula can have a profound impact on students' overall well-being and growth as individuals.

It can be gleaned that the international promotion strategies of Chinese martial arts encompass a diverse array of approaches, ranging from traditional cultural diplomacy initiatives to innovative educational methods and technological innovations. These strategies underscore the importance of interdisciplinary collaboration, cultural exchange, and technological innovation in fostering global appreciation and engagement with Chinese martial arts. By leveraging these various strategies, Chinese martial arts have been able to reach audiences around the world and cultivate a deep understanding and respect for the art form. This approach not only promotes cultural exchange but also serves as a platform for building bridges between different communities and fostering mutual understanding and cooperation. Ultimately,

the international promotion of Chinese martial arts plays a vital role in preserving and promoting this rich cultural heritage for future generations to enjoy and benefit from.

Chinese martial arts employ a variety of methods for their worldwide promotion, all of which are designed to increase the traditional disciplines' visibility, respect, and global reach. Academics stress the need of having a strategic outlook, especially in the age of globalization. They emphasize the need to have a systematic approach to developing strategies for globalization (Sheng & Li, 2011). The promotion of Chinese martial arts entails the collaboration of several stakeholders, such as government entities, sports administrations, and educational institutions, to facilitate national conduct and implement successful promotion plans (Zhao & Jang, 2022). Moreover, the cultural importance of martial arts, namely Shaolin martial arts, goes beyond physical training and encompasses education, cultural interchange, and language promotion (Zhang & Zhang, 2010). In order to effectively promote Chinese martial arts on a global scale, it is essential to have a well-thought-out and organized strategy that takes into account the diverse aspects of its cultural significance. By working together with various stakeholders and utilizing a systematic approach, the promotion of Chinese martial arts can not only enhance physical well-being but also foster cross-cultural understanding and appreciation. Therefore, a strategic and coordinated effort is crucial to ensuring the successful globalization of Chinese martial arts and preserving its cultural heritage for future generations.

In the context of East Asian martial arts, internationalization presents both opportunities and challenges. Issues such as inconsistent theoretical systems, cultural diversity, talent shortages, and inadequate promotional methods hinder the global spread of martial arts (Zhao & Jang, 2022). Addressing these challenges requires the development of comprehensive internationalization strategies, including the establishment of theoretical frameworks, cultural understanding, and talent supply mechanisms

(Zhao & Jang, 2022). Additionally, integrating martial arts into educational curricula, such as elementary and middle schools, offers a promising avenue for promoting its cultural and physical benefits among students (Kong-yun, 2012).

The role of martial arts in projecting Chinese cultural power on the international stage is also significant. Martial arts serve as a representation of Chinese traditional culture, contributing to the construction of a cultural power and national image (Liu, 2012). Moreover, the marketization and internationalization of martial arts, particularly Shaolin Wushu, require a strategic understanding of intangible assets and legal protections (Li, 2012). Ensuring the legal protection of traditional martial arts and leveraging technological innovations, such as computer-based teaching modes, are essential for their sustainable development and global promotion (Xu, 2022). In addition, fostering partnerships with international organizations and governments can help to expand the reach and influence of traditional martial arts on a global scale. By collaborating with experts in intellectual property law and digital marketing, traditional martial arts can navigate the complex landscape of modern business practices while still honoring their cultural heritage.

However, challenges persist in effectively communicating martial arts culture internationally. Insufficient cultural awareness, incompatible communication methods, conservatism, and the lack of industrial integration hinder the global dissemination of martial arts culture (Li & Li, 2021). Overcoming these challenges requires innovative approaches, including the use of films, higher education, and industry integration to enhance the influence and accessibility of martial arts culture worldwide (Li & Li, 2021). By utilizing films as a medium to showcase martial arts culture, a wider audience can be reached and educated on its values and traditions. Additionally, incorporating martial arts education into higher education curriculums can help cultivate a deeper understanding and appreciation for the culture. Furthermore, integrating martial arts into various industries, such as sports, entertainment, and

tourism, can help to promote and preserve its heritage on a global scale. Through these innovative approaches, the barriers to effectively communicating martial arts culture internationally can be overcome, allowing it to thrive and flourish worldwide.

In summary, the international promotion strategies of Chinese martial arts involve a concerted effort to leverage **cultural heritage, governmental support, educational initiatives, legal protections, and technological innovations**. By addressing challenges and capitalizing on opportunities, these strategies aim to enhance the global recognition, appreciation, and dissemination of Chinese martial arts, thereby contributing to cultural exchange and understanding on an international scale.

### **Students' Desire to Participate in Martial Arts Program:**

The desire of students to participate in martial arts programs is influenced by various factors that contribute to their motivation and engagement. Understanding these components is essential for designing effective programs and interventions to enhance participation and promote positive outcomes. Factors such as self-discipline, physical fitness, self-defense skills, and mental focus all play a role in attracting students to martial arts programs. Additionally, the sense of community and camaraderie that comes with training in a group setting can also be a significant motivator for students. By recognizing and addressing these factors, program organizers can create a stimulating and supportive environment that encourages continued participation and personal growth among students.

One significant factor influencing students' desire to participate in martial arts programs is the perceived benefits associated with training. Research has shown that participation in martial arts can lead to improvements in physical fitness, self-esteem, discipline, and overall well-being (Dahle, 2017; Gutiérrez-García et al., 2018). These benefits serve as motivators for students to engage in martial arts training, as they seek to improve

themselves both physically and mentally. Additionally, the structure and routine of martial arts programs provide students with a sense of purpose and accomplishment, further enhancing their motivation to participate. The camaraderie and support from instructors and fellow classmates also play a crucial role in keeping students engaged and committed to their training. Overall, the combination of physical and mental benefits, as well as the supportive environment of martial arts programs, make them an attractive option for individuals looking to improve themselves and lead a healthier lifestyle.

Another important component of students' desire to participate in martial arts programs is the social aspect of training. Martial arts training often takes place in a communal setting, where students interact with instructors and peers, forming bonds and fostering a sense of belonging (Choi et al., 2021; Anam et al., 2024). These social connections provide support and encouragement, motivating students to continue their training and participate actively in the program. Additionally, the friendships formed in martial arts classes can extend beyond the training facility, leading to a sense of camaraderie and camaraderie. Students often find that their peers in the martial arts community become like a second family, offering guidance and support both on and off the mat. These relationships create a positive and inclusive training environment that enhances the overall experience and contributes to the long-term success of students in their martial arts journey. The bonds formed through shared challenges and achievements in martial arts classes can be incredibly strong, providing a sense of belonging and mutual respect among students. This sense of community not only improves motivation and dedication to training but also fosters personal growth and development. Ultimately, the supportive network of friends and mentors in the martial arts community can make a significant impact on an individual's journey towards mastery and self-improvement.

The motivational climate within martial arts programs plays a crucial role in shaping students'



desire to participate. A positive and supportive training environment, characterized by clear goals, feedback, and autonomy support, can enhance students' intrinsic motivation and engagement (Silva et al., 2019; Xie et al., 2022). Conversely, a negative or overly competitive climate may deter students from participating or undermine their enjoyment of training. Research has shown that students who feel pressured, judged, or constantly compared to their peers are more likely to experience feelings of anxiety and burnout, leading to decreased motivation and ultimately drop out of the program (Silva et al., 2019). Therefore, instructors and coaches must strive to create a nurturing and encouraging atmosphere that fosters students' growth and development. By prioritizing positive reinforcement, constructive criticism, and individualized support, martial arts programs can empower students to reach their full potential and sustain their passion for training.

In addition to the social and motivational factors, individual characteristics and preferences also influence students' desire to participate in martial arts programs. For example, students may be drawn to specific styles or disciplines based on their interests, goals, or cultural background (Maor, 2019; Alsarve & Tjønndal, 2019). Tailoring programs to accommodate diverse interests and needs can help attract and retain students, fostering a sense of inclusivity and engagement.

Overall, students' desire to participate in martial arts programs is influenced by a combination of factors, including **perceived benefits, social interactions, motivational climate, and individual preferences**. By understanding these components and addressing them effectively, program organizers and instructors can create engaging and rewarding experiences that promote continued participation and positive outcomes for students.

Students' desire to participate in martial arts programs is influenced by a variety of factors, each contributing to their motivation and engagement. One crucial aspect affecting their motivation is the perceived benefits associated with training.

Research indicates that participation in martial arts can lead to improvements in physical fitness, self-esteem, discipline, and overall well-being (Dahle, 2017; Gutiérrez-García et al., 2018). These benefits serve as strong motivators for students seeking self-improvement physically and mentally.

Moreover, the social dimension of martial arts training plays a significant role in students' desire to participate. Training often occurs in communal settings where students interact with instructors and peers, fostering a sense of belonging and support (Choi et al., 2021; Anam et al., 2024). These social connections provide encouragement and motivation, promoting continued engagement with the program.

The motivational climate within martial arts programs is also crucial. A positive and supportive environment characterized by clear goals, feedback, and autonomy support enhances students' intrinsic motivation and engagement (Silva et al., 2019; Xie et al., 2022). Conversely, a negative or overly competitive climate may deter participation or diminish enjoyment.

Individual characteristics and preferences further influence students' desire to participate. Factors such as specific styles, disciplines, interests, goals, or cultural background attract students to particular programs (Maor, 2019; Alsarve & Tjønndal, 2019). Tailoring programs to accommodate diverse interests fosters inclusivity and enhances engagement.

In summary, students' desire to participate in martial arts programs is shaped by a combination of perceived benefits, social interactions, motivational climate, and individual preferences. By understanding and addressing these components effectively, program organizers and instructors can create engaging and rewarding experiences that promote continued participation and positive outcomes for students.

### **Theoretical Framework:**

The theoretical framework for this study draws upon several key concepts and perspectives from the existing literature on martial arts promotion,

educational psychology, and cultural studies. At its core, the study is guided by Self-Determination Theory (SDT), which posits that individuals are intrinsically motivated to pursue activities that satisfy their basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). In the context of martial arts participation, SDT suggests that individuals are more likely to engage in and persist with training when they perceive it as personally meaningful, enjoyable, and aligned with their values and goals.

Additionally, the study integrates elements of Social Cognitive Theory (SCT), which emphasizes the role of observational learning, social modeling, and self-efficacy beliefs in shaping behavior (Bandura, 1986). According to SCT, individuals are influenced by the behaviors and attitudes of others, particularly authority figures such as teachers and peers, as well as media representations of martial arts. Thus, the promotional strategies employed by physical education (PE) administrators and the perceptions of teachers regarding these strategies may play a significant role in shaping students' desire to participate in martial arts programs.

The theoretical framework for this study draws upon Self-Determination Theory (SDT) and Social Cognitive Theory (SCT) to provide a comprehensive understanding of individuals' motivation and behavior in the context of martial arts participation. SDT suggests that individuals are intrinsically motivated to engage in activities that fulfill their psychological needs for autonomy, competence, and relatedness, while SCT emphasizes the role of observational learning, social modeling, and self-efficacy beliefs in shaping behavior. By integrating these theories, the study seeks to elucidate the motivational factors and social influences that drive students' desire to participate in martial arts programs, as well as the impact of promotional strategies implemented by physical education administrators. Through this theoretical lens, the study aims to inform effective promotion plans and interventions to enhance participation and engagement in martial arts training.

### **Conceptual Framework:**

Building upon the theoretical foundation provided by SDT and SCT, the conceptual framework for this study is organized around the following key constructs:

**Promotion Strategies:** This construct encompasses the various approaches used by PE administrators to promote martial arts programs, including cultural heritage initiatives, governmental support mechanisms, educational initiatives, legal protections, and technological innovations. These strategies serve as the independent variables in the study and are hypothesized to influence both teachers' assessments and students' desires to participate in martial arts programs.

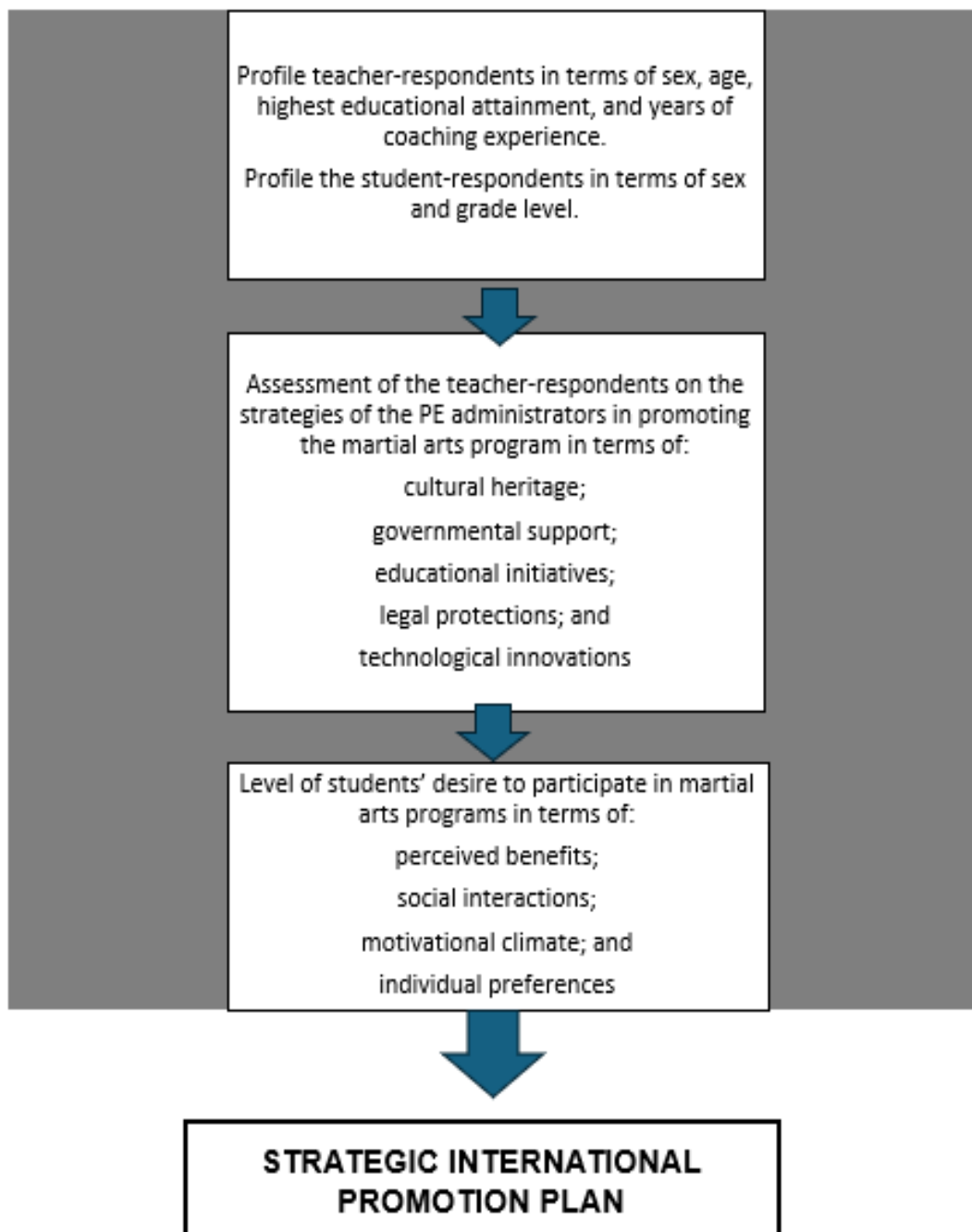
**Teachers' Assessments:** This construct represents teachers' perceptions of the effectiveness and relevance of the promotional strategies implemented by PE administrators. It includes dimensions such as cultural relevance, institutional support, pedagogical alignment, legal clarity, and technological integration. Teachers' assessments serve as an intermediate variable linking promotional strategies to students' desires to participate in martial arts programs.

**Students' Desire to Participate:** This construct reflects students' motivations, preferences, and intentions regarding participation in martial arts programs. It encompasses dimensions such as perceived benefits, social interactions, motivational climate, and individual preferences. Students' desires to participate serve as the dependent variable in the study, influenced by both promotional strategies and teachers' assessments.

By examining the relationships between these constructs, the study seeks to uncover the mechanisms through which international promotion strategies impact students' engagement with martial arts programs, as mediated by teachers' assessments. This conceptual framework provides a structured approach for investigating the complex interplay between promotional efforts, teacher perceptions, and student motivations within the context of martial arts education.

Hence, the research paradigm is constructed to show the flow of this study. The research paradigm outlines the methodology and theoretical framework that will guide the investigation. It helps to establish the overall approach and direction of the study, providing a clear roadmap

for researchers to follow. By mapping out the steps and processes involved in the research, the paradigm ensures that the study is conducted in a systematic and organized manner, ultimately leading to more reliable and valid results.



**Figure 1. Research Paradigm**

**Research Objectives:**

The research objectives of this study are as follows:

1. To profile the teacher-respondents in terms of sex, age, highest educational attainment, and years of coaching experience.
2. To profile the student-respondents in terms of sex and grade level.
3. To assess the teacher-respondents' perceptions of the strategies employed by physical education administrators in promoting the martial arts program,

focusing on cultural heritage, governmental support, educational initiatives, legal protections, and technological innovations.

4. To determine if there is a significant difference in the assessment of the teacher-respondents on the strategies of the physical education administrators when grouped according to profile.
5. To evaluate the level of students' desire to participate in martial arts programs in terms of perceived benefits, social interactions, motivational climate, and individual preferences.
6. To investigate if there is a significant difference in the level of students' desire to participate in martial arts programs when grouped according to profile.
7. To examine the correlation between the assessment of the teacher-respondents on the strategies of the physical education administrators and the level of students' desire to participate in martial arts programs.
8. To propose recommendations for crafting a strategic international promotion plan based on the gathered data and analysis.

### Statement of the Problem:

This study aims to investigate the relationship between international promotion strategies and students' desire to participate in martial arts programs at a selected university in Beijing, China. Specifically, it will venture to answer the following research questions:

1. What is the profile of the teacher-respondents in terms of:
    - 1.1. Sex;
    - 1.2. Age;
    - 1.3. Highest Educational Attainment?
    - 1.4. Years of coaching experience?
- What is the profile of the student-respondents in terms of:
- 1.1. Sex;
  - 1.2. Grade level?

2. What is the assessment of the teacher-respondents on the strategies of the PE administrators in promoting the martial arts program in terms of:
  - 2.1. cultural heritage;
  - 2.2. governmental support;
  - 2.3. educational initiatives;
  - 2.4. legal protections; and
  - 2.5. technological innovations?
3. Is there a significant difference in the assessment of the teacher-respondents on the strategies of the PE administrators in promoting the martial arts program when grouped according to profile?
4. What is the level of students' desire to participate in martial arts programs in terms of:
  - 4.1. perceived benefits;
  - 4.2. social interactions;
  - 4.3. motivational climate; and
  - 4.4. individual preferences?
5. Is there a significant difference in the level of students' desire to participate in martial arts programs when grouped according to profile?
6. Is there a significant correlation between the assessment of the teacher-respondents on the strategies of the PE administrators in promoting the martial arts and the level of students' desire to participate in martial arts programs?
7. Utilizing the data collected in this study, what recommendations can be proposed for crafting a strategic international promotion plan?

### Hypothesis:

There is no significant difference in the assessment of the teacher-respondents on the strategies of the PE administrators in promoting the martial arts program when grouped according to profile.

There is no significant difference in the level of students' desire to participate in martial arts programs when grouped according to profile.

There is no significant correlation between the assessment of the teacher-respondents on the strategies of the PE administrators in promoting the martial arts and the level of students' desire to participate in martial arts programs.

### **Significance of the Study:**

The significance of this study lies in its potential to inform the development of effective international promotion strategies for Chinese martial arts. By delving into the motivations of students to participate in martial arts programs and exploring the pressing problems faced in promoting Chinese martial arts on a global scale, this research offers valuable insights for stakeholders involved in the martial arts community. Beneficiaries of this study include:

**Martial Arts Organizations:** Martial arts organizations can benefit from the recommendations proposed in this study to enhance their promotional efforts and attract a wider audience globally. Understanding the factors that influence students' desire to participate in martial arts programs can help organizations tailor their marketing strategies to better meet the needs and preferences of prospective participants.

**Martial Arts Instructors and Coaches:** Instructors and coaches can utilize the findings of this study to design more engaging and effective training programs that cater to the motivations and interests of their students. By creating a supportive and motivating training environment, instructors can foster long-term commitment and participation among their students.

**Students:** Students interested in martial arts, whether as practitioners or scholars, can benefit from the findings of this study. Understanding the factors influencing students' desire to participate in martial arts programs can help aspiring practitioners make informed decisions about their training journey. Moreover, students studying sports management, cultural studies, or related fields can gain valuable insights into the challenges and opportunities involved in promoting Chinese martial arts internationally. By engaging with the

recommendations proposed in this study, students can contribute to the advancement of martial arts education and promotion efforts in their academic and practical pursuits.

**Cultural Institutions:** Cultural institutions involved in the promotion of Chinese martial arts, such as the Confucius Institute and other educational organizations, can benefit from the insights provided by this study to develop cross-cultural exchange programs and initiatives. By leveraging the cultural significance and appeal of Chinese martial arts, these institutions can promote greater understanding and appreciation of Chinese culture on a global scale.

**Government Entities:** Government entities responsible for sports promotion and cultural diplomacy can use the findings of this study to inform policies and initiatives aimed at promoting Chinese martial arts internationally. By supporting grassroots initiatives and fostering collaboration between different stakeholders, governments can help elevate the profile of Chinese martial arts on the world stage.

**Martial Arts Practitioners:** Martial arts practitioners, both experienced and novice, can gain valuable insights from this study to enhance their training experiences and deepen their understanding of the cultural and philosophical dimensions of Chinese martial arts. By engaging with the rich heritage and traditions of Chinese martial arts, practitioners can enrich their practice and contribute to the preservation and promotion of this ancient art form.

**Future Researchers:** This study lays the groundwork for future research endeavors exploring various aspects of martial arts promotion and participation. Future researchers can build upon the findings of this study to delve deeper into specific topics, such as the impact of cultural exchange programs on martial arts globalization or the effectiveness of digital marketing strategies in reaching diverse audiences. By expanding the scope of inquiry and employing innovative research methodologies, future researchers can continue to advance our understanding of the

dynamics shaping the global martial arts landscape. Additionally, longitudinal studies tracking the implementation and outcomes of international promotion plans developed based on the recommendations of this study can provide valuable insights into the long-term effectiveness and sustainability of these strategies. Thus, future researchers have the opportunity to contribute to the ongoing evolution and enrichment of martial arts scholarship and practice.

### **Scope and Delimitation:**

This study aims to delve into the intricate relationship between international promotion strategies and the inclination of students to engage in martial arts programs within the confines of a selected university in Beijing, China. Through a quantitative research design, the investigation will focus on both teacher-respondents and student-respondents, seeking to understand their respective perspectives and experiences. Teacher-respondents, comprising physical education (PE) teachers or coaches involved in martial arts programs, will offer insights into various aspects, including their demographic profile such as sex, age, educational attainment, and coaching experience. Additionally, they will provide assessments of the strategies implemented by PE administrators for promoting martial arts programs, encompassing cultural heritage, governmental support, educational initiatives, legal protections, and technological innovations. Conversely, student-respondents, enrolled in the university and expressing interest in martial arts, will shed light on their demographic characteristics like sex and grade level, as well as their levels of desire to participate in martial arts programs, encompassing perceived benefits, social interactions, motivational climate, and individual preferences.

The research will be conducted exclusively within the confines of a single university located in Beijing, China. The utilization of a researcher-made instrument will facilitate the collection of structured data, enabling statistical analysis to explore correlations, differences, and patterns among variables. However, this study's scope is

delimited by several factors. Firstly, the findings may not be generalized beyond the specific university selected for the research. Secondly, potential limitations may arise concerning participant availability and willingness to engage with the survey instrument. Lastly, while the study aims to offer valuable insights into martial arts promotion within a university context, its applicability to broader settings or institutions may be constrained.

Overall, this research endeavors to contribute to the understanding of how international promotion strategies influence students' inclination to participate in martial arts programs, thereby informing future initiatives aimed at fostering engagement and involvement in this traditional discipline.

### **Definition of Terms:**

Based on the research questions provided, the following operational definition for each construct is established:

**Cultural Heritage.** The perceived effectiveness of promotional strategies in preserving and promoting the cultural heritage associated with martial arts.

**Governmental Support.** The perceived level of support provided by governmental entities in promoting martial arts programs.

**Educational Initiatives.** The effectiveness of educational programs and initiatives in promoting martial arts participation within academic institutions.

**Legal Protections.** The extent to which legal frameworks and regulations safeguard the interests and rights of martial arts practitioners.

**Technological Innovations.** The utilization and effectiveness of technological advancements in promoting martial arts programs.

**Perceived Benefits.** The perceived advantages or positive outcomes associated with participating in martial arts programs.

**Social Interactions.** The quality and frequency of social interactions experienced by students within martial arts programs.

**Motivational Climate.** The overall atmosphere and motivational factors present within martial arts programs.

**Individual Preferences.** The unique preferences, interests, and goals that influence students' decisions to participate in martial arts programs.

### **Research Methodology:**

#### **Research Design:**

In this study, a quantitative comparative correlational research design will be employed to investigate the relationship between international promotion strategies and students' desire to participate in martial arts programs. This design is chosen for several reasons.

Firstly, the comparative aspect of the design allows for the comparison of different groups or conditions. By comparing the assessment of teacher-respondents on the strategies of Physical Education (PE) administrators with the level of students' desire to participate in martial arts programs, the study aims to identify potential correlations between these variables. Understanding how teachers perceive promotional strategies and how students respond to them can provide valuable insights into the effectiveness of these strategies in promoting participation in martial arts programs.

Secondly, the quantitative nature of the design involves the collection and analysis of numerical data. This approach allows for the systematic examination of variables and the measurement of their relationship through statistical analysis. By quantifying both teacher assessments and student desires, the study aims to identify patterns, trends, and associations between these variables, providing empirical evidence to support its findings.

Thirdly, the correlational aspect of the design aims to explore the degree and direction of the relationship between variables. By assessing the correlation between teacher assessments of promotional strategies and students' desire to participate in martial arts programs, the study seeks to determine whether and to what extent these

variables are related. This correlation analysis can provide valuable insights into the factors influencing students' participation in martial arts programs and the role of promotional strategies in shaping their desires.

Overall, the quantitative comparative correlational design is deemed appropriate for this study as it allows for a systematic investigation of the relationship between international promotion strategies and students' desire to participate in martial arts programs. By employing this design, the study aims to provide empirical evidence to inform the development of effective promotional strategies and enhance student engagement in martial arts programs.

#### **Locale of the Study:**

The locale of this study will be at Beijing Capital Institute of Physical Education, located in Beijing, China. This institution is a renowned physical education university that focuses on the training and education of future physical education teachers and coaches.

The Beijing Capital Institute of Physical Education is a leading physical education university in China that was founded in 1956. It is one of the largest institutions of its kind in the country and is dedicated to the education and training of future physical education teachers and coaches.

As of 2021, the institute has approximately 200 full-time teachers and over 4,000 students enrolled in undergraduate and graduate programs. The faculty at the institute includes experienced physical education professionals who have worked in a variety of settings, from K-12 schools to professional sports teams.

The institute's campus is located in the Haidian district of Beijing and covers an area of over 100 hectares. It features state-of-the-art facilities, including a multi-purpose gymnasium, a swimming pool, a track and field stadium, and several indoor and outdoor courts.

The Beijing Capital Institute of Physical Education places a strong emphasis on research and innovation in the field of physical education. The

institute has established partnerships with universities and organizations around the world and has hosted international conferences and workshops on topics related to sports science and physical education.

Given the institute's reputation and expertise in the field of physical education, the insights and perspectives of the teachers who participated in this study provide valuable insights into the impact of the pandemic on the field, as well as potential solutions and adaptations that can be made to improve teaching and learning in the future.

### **Participants:**

In this study, the participants will consist of Physical Education (PE) professors and students from a selected university in Beijing, China.

The 40 PE professors will be selected through total enumeration, including all eligible professors who are currently teaching or involved in martial arts programs at the university. Total enumeration will ensure that the entire population of PE professors is represented in the study, providing a comprehensive understanding of their assessments of promotional strategies.

On the other hand, the students will be selected through random sampling. A random sample of students from various grade levels will be drawn from the student body of the university. Random sampling will ensure that every student in the population has an equal chance of being selected, reducing the risk of bias and allowing for generalization of findings to the broader student population. Currently, there about 10,000 students. Therefore, 370 respondents will be selected based on sample size formula.

By including both PE professors and students in the study, it will be possible to gather insights from both key stakeholders involved in martial arts programs. The perspectives of PE professors will provide valuable insights into the effectiveness of promotional strategies, while the views of students will offer insights into their desires and motivations for participating in martial arts programs. This comprehensive approach to participant selection

will enable a thorough examination of the research questions and contribute to the robustness of the study findings.

### **Instrument:**

For the researcher-made questionnaire designed to gather data from both PE professors and students, the instrument will be divided into two parts, each focusing on different constructs related to the research questions.

Part 1: PE Professors' Assessment of Promotional Strategies. This section will assess PE professors' perceptions of the university administrators' strategies to promote martial arts programs. It will include constructs such as cultural heritage promotion, governmental support, educational initiatives, legal protections, and technological innovations.

Part 2: Students' Desire to Participate in Martial Arts Programs. This part will focus on students' motivations and preferences related to participating in martial arts programs. Constructs covered will include perceived benefits, social interactions, motivational climate, and individual preferences.

The 4-point Likert scale will be utilized in the questionnaire for both parts. Each point on the scale corresponds to a specific level of agreement or disagreement with the statements presented. Here's what each point represents:

1. Strongly Disagree: Participants strongly disagree with the statement presented.
2. Disagree: Participants disagree with the statement presented.
3. Agree: Participants agree with the statement presented.
4. Strongly Agree: Participants strongly agree with the statement presented.

### **Validity and Reliability:**

To ensure the validity of the instrument, content validity will be established through expert review to confirm that the questionnaire items accurately measure the intended constructs. Additionally, reliability will be assessed through internal



consistency measures, such as Cronbach's alpha, to ensure that the questionnaire items produce consistent results over time.

### **Data Gathering Procedure:**

#### Obtaining Permission:

Before initiating the data gathering process, formal permission will be sought from the relevant authorities within the selected university in Beijing, China. This step involves submitting a detailed proposal outlining the research objectives, methodology, and intended use of the data. The proposal will be reviewed by the university's research ethics committee or any other pertinent governing body to ensure compliance with ethical guidelines and regulations. Upon approval, official permission will be granted to proceed with the data collection process.

#### Actual Data Gathering:

With permission secured, the actual data gathering process will commence. Trained research assistants or members of the research team will be responsible for administering the questionnaires to the PE professors and students. Clear communication channels will be established to coordinate the distribution and collection of questionnaires. PE professors will be approached during designated office hours or through scheduled appointments to ensure their availability for questionnaire completion. For students, a systematic approach will be adopted to randomly select participants from various grade levels across the university. The questionnaires will be distributed during class hours or other suitable times, and students will be given adequate time to complete them.

#### Data Retrieval:

Upon completion of the data gathering phase, the collected questionnaires will be retrieved from the PE professors and students. Research assistants or designated personnel will ensure that all questionnaires are accounted for and collected in a timely manner. Any incomplete or improperly filled questionnaires will be reviewed, and participants may be contacted for clarification if

necessary. Once all questionnaires have been retrieved, they will be securely stored and prepared for data entry and analysis. Strict confidentiality measures will be observed throughout the retrieval process to safeguard the privacy and anonymity of the participants and their responses.

### **Statistical Analysis of Data:**

#### Statistical Analysis of Data:

For the first research question pertaining to the profile of teacher-respondents, descriptive statistics such as frequencies and percentages, will be calculated for variables including sex, age, highest educational attainment, and years of coaching experience.

To analyze the assessment of teacher-respondents on the strategies of PE administrators and the level of students' desire to participate in martial arts programs, descriptive statistics will be computed for each construct, including cultural heritage, governmental support, educational initiatives, legal protections, and technological innovations. Mean scores and standard deviations will be examined to understand the perceived effectiveness of each strategy. Furthermore, inferential statistics such as t-tests or ANOVA may be employed to assess whether there are significant differences in the assessment of strategies across different demographic groups of teacher-respondents.

For the research question regarding differences in the assessment of strategies and students' desire based on the profile of teacher-respondents/student-respondents, inferential statistics such as t-tests, ANOVA, or non-parametric tests will be conducted. These analyses will explore whether there are significant variations in the assessment of PE administrators' strategies among teacher-respondents grouped according to demographic characteristics such as sex, age, educational attainment, and coaching experience. Post-hoc tests may be employed to further investigate significant differences identified through ANOVA.

To investigate the correlation between teacher-respondents' assessment of PE administrators'

strategies and students' desire to participate in martial arts programs, correlational analysis such as Pearson's correlation coefficient will be conducted. This analysis will examine the strength and direction of the relationship between the two variables. Additionally, regression analysis may be employed to assess the predictive power of teacher-respondents' assessment on students' desire, controlling for potential confounding variables.

### **Ethical Consideration:**

This study will adhere to ethical principles to ensure the rights, privacy, and well-being of participants. The following ethical considerations will be addressed throughout the research process:

Prior to data collection, participants will be provided with clear and comprehensive information about the study's purpose, procedures, risks, and benefits. Informed consent forms will be distributed to both teacher-respondents and student-respondents, outlining their voluntary participation in the study. Participants will have the opportunity to ask questions and clarify any concerns before providing written consent to participate.

All data collected from participants will be kept confidential and anonymized to protect their privacy. Confidentiality will be maintained by assigning unique identifiers to participants, and only aggregate data will be reported in research findings. No identifying information will be disclosed in any publications or presentations resulting from the study.

Participation in the study will be entirely voluntary, and participants will have the freedom to withdraw from the study at any time without penalty. They will be assured that their decision to participate or withdraw will not affect their academic or professional standing in any way. Moreover, no coercion or undue influence will be exerted to encourage participation.

All data collected during the study will be securely stored and protected against unauthorized access or disclosure. Electronic data will be stored on password-protected devices, and hard copies of

consent forms and questionnaires will be stored in a locked cabinet. Only authorized research personnel will have access to the data, and it will be used solely for research purposes.

Prior to commencing the study, ethical approval will be sought from the relevant institutional review board (IRB) or ethics committee. The study protocol, including the informed consent process and data handling procedures, will be reviewed to ensure compliance with ethical guidelines and standards. Any modifications to the study protocol will be submitted for approval before implementation.

By adhering to these ethical considerations, this study aims to uphold the principles of integrity, respect, and responsibility in research conduct, thereby contributing to the advancement of knowledge while safeguarding the rights and welfare of participants.

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#### Appendix A: Informed Consent Form:

#### Title of Study: **International Promotion Strategies and Students' Desire to Participate in Martial Arts Program in a Selected University in Beijing, China**

Researcher: **Chen Wenyan**

Dear Participant,

You are invited to participate in a research study examining the relationship between international promotion strategies and students' desire to participate in martial arts programs. Before you decide whether to participate, it is important that you understand the nature and purpose of this study, as well as your rights as a participant. Please read the following information carefully and feel free to ask any questions before providing your consent.

#### Purpose of the Study:

The purpose of this study is to investigate how international promotion strategies influence students' motivation to participate in martial arts programs. By exploring the perspectives of both teachers and students, the study aims to gain insights into the effectiveness of various promotional approaches and their impact on student engagement.

#### Procedures:

If you agree to participate in this study, you will be asked to complete a questionnaire that assesses your perceptions and experiences related to martial arts promotion and participation. The questionnaire will include questions about your demographics, assessment of promotional strategies, and level of desire to participate in martial arts programs. Your responses will be anonymous and confidential, and participation will involve no more than [specify estimated time] of your time.

#### Risks and Benefits:

Participation in this study involves minimal risks. Some questions in the questionnaire may prompt reflection on personal experiences or opinions, which could lead to discomfort or emotional distress. However, you are free to skip any questions that you do not wish to answer, and you may withdraw from the study at any time without penalty. The benefits of participating in this study include contributing to research on martial arts promotion and potentially enhancing the effectiveness of promotional efforts in educational settings.

#### Confidentiality:

Your participation in this study will be kept confidential to the extent permitted by law. Your responses will be anonymized and reported in aggregate form, and no identifying information will be disclosed in any research outputs. Data collected will be stored securely and accessible only to the research team.

**Voluntary Participation:**

Participation in this study is entirely voluntary, and you have the right to decline participation or withdraw from the study at any time without consequence. Your decision to participate or not will not affect your academic or professional standing in any way. By providing consent to participate, you acknowledge that you have read and understood the information provided and agree to take part in the study.

If you have any questions or concerns about this study, please do not hesitate to contact the researcher, [Researcher's Name], at [Researcher's Email Address]. If you have any questions about your rights as a research participant or wish to report any concerns, you may contact the Institutional Review Board (IRB) at [Institution's IRB Contact Information].

Thank you for considering participation in this study.

Sincerely,

**Chen Wenyan**

**Appendix B: Research Questionnaire**

Please select the option that best corresponds to your demographic information for each question. Thank you for your participation!

For Teacher-Respondents:

1. What is your sex?

- a) Male
- b) Female

2. What is your age?

- a) Under 30
- b) 30-39
- c) 40-49
- d) 50 and above

3. What is your highest educational attainment?

- a) Bachelor's degree
- b) Master's degree
- c) Doctoral degree

4. How many years of coaching experience do you have?

- a) Less than 1 year
- b) 1-5 years

c) 6-10 years

d) More than 10 years

Statements	4	3	2	1
<b>Cultural Heritage:</b>				
1. The PE administrators effectively integrate traditional Chinese martial arts forms into the curriculum.				
2. The promotion of martial arts by PE administrators reflects a deep understanding and appreciation of Chinese cultural heritage.				
3. The emphasis on the historical significance of martial arts is evident in the promotional materials and activities organized by PE administrators.				
4. The PE administrators actively collaborate with cultural institutions to preserve and promote traditional martial arts practices.				
5. The cultural authenticity of martial arts programs is maintained through PE administrators' efforts to uphold traditional teaching methods and philosophies.				
6. The PE administrators encourage students to explore the cultural context of martial arts through activities such as visits to historical sites and guest lectures by cultural experts.				
7. The integration of cultural festivals and events into martial arts promotion enhances students' understanding and appreciation of Chinese heritage.				
8. PE administrators facilitate discussions and workshops on the philosophical principles underlying martial arts to deepen students' cultural awareness.				
<b>Governmental Support:</b>				
1. PE administrators effectively leverage government initiatives and funding to enhance the visibility and accessibility of martial arts programs.				
2. The support from government agencies enables PE administrators to implement innovative martial arts initiatives and projects.				
3. The alignment of martial arts programs with government policies promotes the integration of martial arts into broader health and education agendas.				
4. PE administrators actively engage with government representatives to advocate for the recognition and support of martial arts as a cultural and educational asset.				
5. Government-sponsored training programs and workshops provide PE administrators with resources and guidance to improve the quality of martial arts instruction.				

6. PE administrators collaborate with government agencies to develop policies and guidelines that ensure the safety and integrity of martial arts practices.				
7. Government-funded research projects facilitate the exploration of new approaches and methodologies in martial arts education and promotion.				
8. The endorsement of martial arts by government officials enhances the credibility and legitimacy of martial arts programs, attracting more students and stakeholders.				
Educational Initiatives:				
1. PE administrators integrate martial arts into the school curriculum to promote holistic student development.				
2. The inclusion of martial arts in physical education classes exposes students to diverse forms of physical activity and promotes a lifelong commitment to health and wellness.				
3. PE administrators organize workshops and seminars to train teachers in effective martial arts instruction methods and strategies.				
4. The establishment of martial arts clubs and extracurricular activities provides students with opportunities for further exploration and mastery of martial arts techniques.				
5. PE administrators collaborate with academic departments to develop interdisciplinary martial arts programs that combine physical training with cultural and historical studies.				
6. The incorporation of martial arts into service-learning initiatives encourages students to apply their skills and knowledge to benefit the community.				
7. PE administrators promote martial arts as a tool for character development and leadership training, emphasizing values such as discipline, perseverance, and respect.				
8. The implementation of martial arts grading systems and certification programs recognizes students' achievements and motivates them to strive for excellence.				
Legal Protections:				
1. PE administrators ensure compliance with safety regulations and industry standards to protect students from injuries during martial arts training.				
2. The establishment of clear guidelines and protocols for martial arts instruction mitigates the risk of accidents and liability issues.				
3. PE administrators collaborate with legal experts to draft waivers and consent forms that inform students and parents/guardians of the inherent risks associated with martial arts practice.				

4. The incorporation of risk management training into martial arts instructor certification programs equips teachers with the knowledge and skills to create safe learning environments.				
5. PE administrators implement policies and procedures for handling and reporting incidents of misconduct or abuse in martial arts programs.				
6. The establishment of emergency response protocols ensures swift and appropriate action in the event of injuries or emergencies during martial arts activities.				
7. PE administrators conduct regular safety audits and inspections of martial arts facilities to identify and address potential hazards or safety concerns.				
8. The provision of insurance coverage for martial arts activities protects both students and instructors from financial liabilities arising from accidents or injuries.				
Technological Innovations:				
1. PE administrators utilize virtual reality (VR) technology to simulate martial arts training scenarios and enhance students' learning experiences.				
2. The development of mobile applications (apps) provides students with access to instructional videos, training schedules, and progress tracking tools for independent practice.				
3. PE administrators leverage social media platforms to promote martial arts events, share training tips, and facilitate communication and collaboration among students and instructors.				
4. The integration of wearable fitness trackers and biometric sensors allows students to monitor their performance metrics and track progress in real-time during martial arts training sessions.				
5. Online learning platforms offer interactive martial arts courses and tutorials, allowing students to learn at their own pace and convenience.				
6. PE administrators incorporate gamification elements into martial arts training programs to increase engagement and motivation among students.				
7. The implementation of cloud-based management systems streamlines administrative tasks such as student registration, attendance tracking, and progress reporting for martial arts programs.				
8. PE administrators invest in state-of-the-art training equipment and facilities, such as motion capture technology and smart training mats, to provide students with immersive and innovative learning environments.				



**For Student-Respondents:**

Please select the option that best corresponds to your demographic information for each question. Thank you for your participation!

1. What is your sex?

- a) Male
- b) Female

2. What is your grade level?

- a) Freshman
- b) Sophomore
- c) Junior
- d) Senior

Statements	4	3	2	1
Perceived Benefits:				
1. I believe participating in martial arts programs will improve my physical fitness and stamina.				
2. I perceive martial arts training as beneficial for developing self-defense skills and techniques.				
3. Martial arts programs offer opportunities for enhancing mental focus, discipline, and concentration.				
4. Engaging in martial arts activities contributes to stress reduction and overall mental well-being.				
5. I view martial arts training as a way to cultivate important life skills such as resilience, perseverance, and self-confidence.				
6. Martial arts programs provide a platform for personal growth and self-improvement in various aspects of life.				
7. I believe martial arts training promotes a healthy lifestyle and encourages positive habits and behaviors.				
8. Participating in martial arts programs allows me to challenge myself and set personal goals for improvement.				
Social Interactions:				
1. Martial arts classes provide a supportive and inclusive environment where students encourage and motivate each other.				
2. I enjoy the camaraderie and sense of community fostered by training with fellow martial artists.				
3. Martial arts programs offer opportunities to form lasting friendships and connections with peers who share similar interests.				
4. I appreciate the mentorship and guidance provided by instructors and more experienced students in martial arts classes.				

5. Participating in martial arts activities allows me to collaborate with others and learn from different perspectives and experiences.				
6. Martial arts training promotes teamwork and cooperation through partner drills and group exercises.				
7. I value the social aspect of martial arts classes, which allows me to interact with individuals from diverse backgrounds and cultures.				
8. Martial arts events and competitions provide opportunities to bond with teammates and celebrate collective achievements.				
Motivational Climate:				
1. The positive and encouraging atmosphere in martial arts classes motivates me to attend regularly and give my best effort.				
2. I feel inspired by the progress and achievements of my peers in martial arts, which encourages me to work harder and improve.				
3. Martial arts instructors provide constructive feedback and guidance that motivates me to set and achieve personal goals.				
4. I appreciate the emphasis on individual progress and growth rather than competition and comparison in martial arts training.				
5. Martial arts classes incorporate fun and engaging activities that keep me motivated and excited to participate.				
6. The supportive community of martial artists motivates me to overcome challenges and persevere through difficult times.				
7. I feel empowered and confident in my abilities when practicing martial arts, which motivates me to continue training and pushing my limits.				
8. Martial arts programs offer a variety of incentives and rewards for achieving milestones and demonstrating commitment and dedication.				
Individual Preferences:				
1. I prefer martial arts styles that emphasize striking techniques such as karate or taekwondo.				
2. I am more interested in martial arts forms that focus on grappling and ground fighting, such as judo or Brazilian jiu-jitsu.				
3. Martial arts programs that offer a combination of striking and grappling techniques appeal to me the most.				
4. I enjoy martial arts disciplines that incorporate weapons training.				
5. I prefer martial arts classes that allow for creative expression and artistic movements				

6. I am drawn to martial arts styles that have a strong philosophical or spiritual component.				
7. I prefer martial arts programs that offer opportunities for competition and testing skills in a controlled environment.				
8. Martial arts classes that focus on practical self-defense applications and real-world scenarios are most appealing to me.				