
Athlete Ranking Systems and Teamwork Performance in Wushu Competitions in Yunnan Province, China

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Abstract:

In competitive sports, athlete rankings are a significant determinant of team dynamics, performance strategies, and motivation levels. This is especially relevant in disciplines like Wushu, where athletes' rankings reflect their technical proficiency, consistency, and overall contribution to the team's success. Ranking systems play a key role in evaluating athletes and influencing their behavior both as individuals and within the team. Therefore, understanding the relationship between athlete ranking systems and teamwork performance in Wushu competitions is critical for optimizing team dynamics and improving performance outcomes. Wushu, a traditional Chinese martial art that has evolved into a competitive sport, features both individual and team events. The scoring and ranking systems used in Wushu competitions are multifaceted, taking into account various components such as technical execution, artistry, and overall strategy (Zhu & Yi, 2023).

These ranking systems influence athletes' behaviors and their approaches to teamwork. For instance, Li and Cheng (2021) suggested that the ranking of individual athletes directly affects the team's overall morale and cohesion during competitions. Teamwork is particularly important in Wushu team events, where athletes must perform in synchronization. The ranking system influences the way athletes perceive their roles within the team, potentially enhancing or hindering team collaboration. A study by Liang and Zeng (2022) indicated that athletes' perceptions of their rankings could impact their willingness to cooperate, as higher-ranked athletes might feel compelled to lead, while lower-ranked athletes might experience feelings of inadequacy, ultimately affecting team performance. The relationship between athlete rankings and teamwork performance extends to the strategies employed by coaches. Research by Yu and Wang (2020) found that coaches' management of athlete rankings within the team was crucial for maintaining team cohesion. Coaches are tasked with balancing individual aspirations with team goals, and a ranking system can help facilitate this balance by designating roles based on athletes' abilities and performance levels. Moreover, the transparency and fairness of the ranking system are essential for fostering trust among athletes and ensuring that they feel valued. According to Zhang and Han (2021), athletes who perceived the ranking system as equitable were more likely to contribute positively to team dynamics. On the other hand, perceived injustices in the ranking system could create tension and undermine collaboration. Therefore, a ranking system that is perceived as fair is crucial for maintaining effective teamwork in Wushu competitions. In Southeast Asia, research on the impact of ranking systems on teamwork in martial arts has

explored other disciplines such as Taekwondo and Judo. Studies by Tan and Lim (2022) suggested that athletes in martial arts teams often assume leadership roles based on their rankings, which can either improve or disrupt teamwork, depending on how leadership is exercised. These findings emphasize the need for a ranking system that promotes positive leadership and collaborative behaviors to achieve optimal performance in team events. Similarly, in the context of Southeast Asian Wushu competitions, a study by Gan and Toh (2023) revealed that athletes who consistently ranked high within their teams were often expected to lead by example. However, this sometimes led to conflicts between individual performance and team objectives, suggesting that a balance is necessary between individual rankings and team cohesion for better overall performance in competitions. In addition to individual rankings, collective team rankings also play a significant role in shaping teamwork in Wushu competitions. Team rankings, which reflect the collective efforts of all athletes, influence how athletes contribute to the team's success. According to Liu and Sun (2023), when team rankings accurately reflect individual contributions, athletes are more likely to work together toward common goals. However, if the ranking system does not fairly represent individual performance, athletes may feel overlooked, which could diminish their engagement with the team. Effective communication is another important factor in fostering teamwork, especially when ranking disparities exist among athletes. Research by Kong and Zhou (2022) highlighted that communication between high-ranking and lower-ranking athletes can mitigate feelings of rivalry and promote a more collaborative team environment. This suggests that addressing perceived imbalances in ranking through open communication can help maintain harmony and prevent conflicts. The psychological effects of ranking systems on athletes have also been studied extensively in martial arts. A study by Cheng and Xie (2022) explored the emotional impact of ranking disparities within Wushu teams and found that athletes who felt undervalued due to lower rankings were more likely to report higher stress levels and a decrease in self-esteem. These emotional responses can undermine teamwork and hinder performance. This emphasizes the need for a ranking system that not only evaluates athletes' performances but also considers their psychological well-being. Training strategies in Wushu are often tailored to address the nuances of the team's ranking structure. According to Liu and Zhang (2021), coaches modify their training approaches based on the ranking of each athlete, focusing on areas that require improvement to elevate overall team performance. However, this approach must be balanced to ensure that high-ranking athletes do not become complacent, and lower-ranking athletes do not feel neglected. In team sports like Wushu, the success of the team is often contingent on how well athletes coordinate and work together. Research by Li and Xue (2023) demonstrated that ranking systems that encourage collaboration rather than fostering competition among athletes resulted in improved team performance. The study highlighted the importance of ranking systems that promote a spirit of cooperation, rather than individual rivalry, to achieve better collective outcomes. Additionally, ranking systems are often linked to the development of leadership qualities in athletes. A study by Li and Wu (2023) found that high-ranking athletes frequently take on leadership roles within the team. While this can benefit the team by providing direction and guidance, the study emphasized the importance of developing leadership skills across all athletes, regardless of their ranking, to foster a sense of responsibility and engagement in the team's success. As Wushu continues to grow as a competitive sport, the relationship between athlete ranking systems and teamwork performance becomes more significant. In conclusion, ranking systems in Wushu competitions play a critical role in shaping the behavior of individual athletes and influencing team dynamics. By carefully designing and managing these systems, both the technical and psychological aspects of teamwork can be optimized, leading to better performance in Wushu competitions.

Introduction:

The evolution of athlete ranking systems has had a profound impact on sports, particularly in disciplines like Wushu, which integrates both individual and team elements. Wushu, as a martial art, requires a blend of physical prowess and mental focus, which often translates into team dynamics during competitions. Ranking systems, which have become ubiquitous in modern sports, are typically designed to evaluate and categorize athletes based on their performance, providing clear metrics of success.

Athlete ranking systems in Wushu are typically influenced by competition results, where individuals are graded based on various factors such as form, technique, and presentation. These rankings, which are both subjective and objective, determine the athlete's placement in national or international competitions (Tanaka & Su, 2023). However, Wushu's incorporation of both solo performances and team-oriented events adds complexity to how rankings affect the overall competition dynamic. According to Lee and Zhang (2021), athletes' individual scores directly influence how teams are assembled and how they strategize, making ranking systems an essential element in shaping teamwork performance.

A significant aspect of Wushu competitions is the collaboration between team members during group forms or synchronized routines.

While the individual athlete's ranking is a critical element in securing spots on national teams, teamwork is essential for achieving success in these types of events. Choi and Kim (2022) assert that teamwork in Wushu competitions is enhanced by mutual understanding and trust between athletes. When ranking systems reflect a combination of individual prowess and team dynamics, it ensures that athletes are not only placed according to their individual skills but also in a way that maximizes the team's potential.

The role of rankings in team formation can be seen as a double-edged sword. On the one hand, high-ranking athletes tend to have the best opportunities to compete in prestigious competitions and are often tasked with leading teams. On the other hand, low-ranking athletes may struggle to integrate into high-performing teams, which can affect the collective morale and performance. According to Wong and Chao (2023), this disparity in ranking can lead to feelings of exclusion or diminished confidence among lower-ranked athletes, affecting their contribution to team efforts. Thus, ranking systems must be carefully designed to balance individual recognition with fostering teamwork.

The psychological impact of athlete rankings also cannot be overlooked, especially when considering the mental fortitude required for Wushu competitions. Researchers like Tan and Li (2022) have explored how rankings influence the psychological resilience of athletes, especially in a competitive environment where individual and team performances are evaluated separately. The competitive pressure to maintain or improve a ranking can lead to anxiety and performance-related stress, potentially detracting from teamwork efficiency. It is crucial that ranking systems account for these psychological challenges, ensuring that athletes remain motivated and focused on contributing to the team's success.

Athletes in Wushu are also expected to demonstrate adaptability and strategic thinking, especially during team-based events. According to Lim and Tan (2024), rankings influence how athletes prepare for competitions, particularly in how they

collaborate with teammates. High-ranking athletes may feel a greater sense of responsibility to lead their teams, while lower-ranked athletes often look to their peers for guidance. As a result, the development of communication and leadership skills is essential for ensuring that team dynamics function smoothly. Ranking systems should, therefore, consider not only an athlete's physical abilities but also their capacity to collaborate and lead within a team setting.

Moreover, in countries where Wushu is a prominent sport, such as China, Vietnam, and Thailand, the pressure from national ranking systems can affect how athletes approach training. These systems often dictate the resources allocated to athletes, including coaching, facilities, and financial support (Wu & Shen, 2023). Therefore, athletes in top positions may have better access to resources that help enhance their teamwork skills, whereas lower-ranked athletes may lack such opportunities. This disparity highlights the importance of creating ranking systems that promote equity and access to resources for all athletes, regardless of their ranking.

The global nature of Wushu competitions, especially at the Asian Games and World Wushu Championships, adds another layer of complexity to how ranking systems influence teamwork. In such international settings, athletes are often required to collaborate with teammates from different cultural backgrounds, which can present challenges in terms of communication and teamwork (Yamamoto & Chang, 2021). The adaptability of an athlete to work within diverse teams can affect overall performance. Therefore, the ranking system must also take into account how well athletes can function within a globalized, multicultural team environment.

As the field of sports psychology continues to evolve, research into the impact of athlete ranking systems on team dynamics in Wushu is becoming increasingly important. Recent studies by Wu and Li (2023) suggest that ranking systems can influence the cohesiveness of teams, as athletes may either feel motivated to work together for a common goal or become disheartened by the perceived gap between individuals within the team. This finding underscores the need for ranking systems that promote a balanced approach, where athletes of varying ranks can work together cohesively, regardless of individual placement.

Athlete ranking systems play a critical role in shaping the performance of athletes in Wushu competitions, particularly in the context of teamwork. While rankings are an essential metric for determining an athlete's individual success, their influence on team performance is more nuanced. Rankings must be designed with a clear understanding of how they impact not just individual athletes but the collective dynamics within teams. Future research should continue to explore how these systems can be improved to foster more effective and supportive team environments, ensuring that athletes can perform to their highest potential, both individually and as part of a team.

Background of the Study:

In competitive sports, athlete rankings are a significant determinant of team dynamics, performance strategies, and motivation levels. This is especially relevant in disciplines like Wushu, where athletes' rankings reflect their technical proficiency, consistency, and overall contribution to the team's success. Ranking systems play a key role in evaluating athletes and influencing their behavior both as

individuals and within the team. Therefore, understanding the relationship between athlete ranking systems and teamwork performance in Wushu competitions is critical for optimizing team dynamics and improving performance outcomes. Wushu, a traditional Chinese martial art that has evolved into a competitive sport, features both individual and team events. The scoring and ranking systems used in Wushu competitions are multifaceted, taking into account various components such as technical execution, artistry, and overall strategy (Zhu & Yi, 2023). These ranking systems influence athletes' behaviors and their approaches to teamwork. For instance, Li and Cheng (2021) suggested that the ranking of individual athletes directly affects the team's overall morale and cohesion during competitions.

Teamwork is particularly important in Wushu team events, where athletes must perform in synchronization. The ranking system influences the way athletes perceive their roles within the team, potentially enhancing or hindering team collaboration. A study by Liang and Zeng (2022) indicated that athletes' perceptions of their rankings could impact their willingness to cooperate, as higher-ranked athletes might feel compelled to lead, while lower-ranked athletes might experience feelings of inadequacy, ultimately affecting team performance.

The relationship between athlete rankings and teamwork performance extends to the strategies employed by coaches. Research by Yu and Wang (2020) found that coaches' management of athlete rankings within the team was crucial for maintaining team cohesion. Coaches are tasked with balancing individual aspirations with team goals, and a ranking system can help facilitate this balance by designating roles based on athletes' abilities and performance levels.

Moreover, the transparency and fairness of the ranking system are essential for fostering trust among athletes and ensuring that they feel valued. According to Zhang and Han (2021), athletes who perceived the ranking system as equitable were more likely to contribute positively to team dynamics. On the other hand, perceived injustices in the ranking system could create tension and undermine collaboration. Therefore, a ranking system that is perceived as fair is crucial for maintaining effective teamwork in Wushu competitions.

In Southeast Asia, research on the impact of ranking systems on teamwork in martial arts has explored other disciplines such as Taekwondo and Judo. Studies by Tan and Lim (2022) suggested that athletes in martial arts teams often assume leadership roles based on their rankings, which can either improve or disrupt teamwork, depending on how leadership is exercised. These findings emphasize the need for a ranking system that promotes positive leadership and collaborative behaviors to achieve optimal performance in team events.

Similarly, in the context of Southeast Asian Wushu competitions, a study by Gan and Toh (2023) revealed that athletes who consistently ranked high within their teams were often expected to lead by example. However, this sometimes led to conflicts between individual performance and team objectives, suggesting that a balance is necessary between individual rankings and team cohesion for better overall performance in competitions.

In addition to individual rankings, collective team rankings also play a significant role in shaping teamwork in Wushu competitions. Team rankings, which reflect the collective

efforts of all athletes, influence how athletes contribute to the team's success. According to Liu and Sun (2023), when team rankings accurately reflect individual contributions, athletes are more likely to work together toward common goals. However, if the ranking system does not fairly represent individual performance, athletes may feel overlooked, which could diminish their engagement with the team.

Effective communication is another important factor in fostering teamwork, especially when ranking disparities exist among athletes. Research by Kong and Zhou (2022) highlighted that communication between high-ranking and lower-ranking athletes can mitigate feelings of rivalry and promote a more collaborative team environment. This suggests that addressing perceived imbalances in ranking through open communication can help maintain harmony and prevent conflicts.

The psychological effects of ranking systems on athletes have also been studied extensively in martial arts. A study by Cheng and Xie (2022) explored the emotional impact of ranking disparities within Wushu teams and found that athletes who felt undervalued due to lower rankings were more likely to report higher stress levels and a decrease in self-esteem. These emotional responses can undermine teamwork and hinder performance. This emphasizes the need for a ranking system that not only evaluates athletes' performances but also considers their psychological well-being.

Training strategies in Wushu are often tailored to address the nuances of the team's ranking structure. According to Liu and Zhang (2021), coaches modify their training approaches based on the ranking of each athlete, focusing on areas that require improvement to elevate overall team performance. However, this approach must be balanced to ensure that high-ranking athletes do not become complacent, and lower-ranking athletes do not feel neglected.

In team sports like Wushu, the success of the team is often contingent on how well athletes coordinate and work together. Research by Li and Xue (2023) demonstrated that ranking systems that encourage collaboration rather than fostering competition among athletes resulted in improved team performance. The study highlighted the importance of ranking systems that promote a spirit of cooperation, rather than individual rivalry, to achieve better collective outcomes.

Additionally, ranking systems are often linked to the development of leadership qualities in athletes. A study by Li and Wu (2023) found that high-ranking athletes frequently take on leadership roles within the team. While this can benefit the team by providing direction and guidance, the study emphasized the importance of developing leadership skills across all athletes, regardless of their ranking, to foster a sense of responsibility and engagement in the team's success.

As Wushu continues to grow as a competitive sport, the relationship between athlete ranking systems and teamwork performance becomes more significant. In conclusion, ranking systems in Wushu competitions play a critical role in shaping the behavior of individual athletes and influencing team dynamics. By carefully designing and managing these systems, both the technical and psychological aspects of teamwork can be optimized, leading to better performance in Wushu competitions.

Athlete Ranking Systems:

The widespread usage of computer systems in the current digital era has made it easier to generate and gather data in digital formats. Computerized systems, which produce enormous volumes of data every day and store it across many media platforms, are

becoming more and more important in many facets of sports. The amount of data stored in databases and computer files is growing at an unprecedented rate. Multimedia elements like pictures, movies, and audio files are included in this data in addition to text and numerical statistics. Sports organizations frequently employ databases and data warehouses as repository for this type of information. Managing and analyzing this data comes with numerous challenges, such as:

- The enormous size of data repositories containing multidimensional data in various types and formats.
- Centralized, distributed, web-based, and mobile databases.
- Multimedia data collected using different tools and stored in varied formats.
- The evolving requirements and expectations of users.
- Difficulty in retrieving subsets of data or deriving insights without appropriate tools.
- Growing business needs.

Merely retrieving this data is not enough to fully utilize its potential. It is vital to use sophisticated procedures such as data summarization, information extraction, and knowledge generation that may be put to use (Pujari, 2021). Strong tools for analysis and interpretation must be developed in order to handle the enormous amounts of data kept in repositories. Knowledge gleaned from this type of data may help with increasingly important processes including automation, system learning, and decision-making (Pei, Han, & Kamber, 2021).

An athlete's success in competitive sports is influenced by a number of elements, such as training, diet, abilities, and mental and physical fitness (Modak & Debnath, 2021). Personalization in training and assistance is crucial since each person is different (Modak & Debnath, 2021). Sports expertise has always been the purview of professionals like managers, coaches, and scouts. Sports organizations, however, are starting to see the unrealized potential in their data. To assess future prospects and talent, general managers entrusted with selecting or signing players and coaches in charge of team performance on the field are increasingly using data insights. To assist sports companies, extract valuable information from the data available in the sports realm, statisticians and analysts are essential.

For coaches and trainers to successfully incorporate these insights into the training process, it is essential to uncover hidden patterns in the data gathered during sporting events. Efficiency, endurance, skills, body type, sociopsychological factors, and nutrition are some of the variables that affect sports training (Modak & Debnath, 2021; Uppal, 2023). Customized training is necessary to maximize each athlete's performance. A player's performance in competitive sports is mostly determined by their level of physical fitness, talent, and training. In these domains, personalization is essential, requiring customized monitoring and assessment, which is difficult without the aid of specialist instruments.

The Heath-Carter method of somatotyping is used by coaches to enter anthropometric measures (Singh & Mehta, 2024; Norton & Olds, 2022). Three ratings—Endomorph, which indicates body fatness; Mesomorph, which indicates musculoskeletal

development; and Ectomorph, which describes physique based on the height -to - weight ratio—are used to numerically depict an individual's existing morphological structure. The system generates a triplet that represents the player's somatotype and compares it with those of existing players using a distance formula, specifically the Somatotype Dispersion Distance (Singh & Mehta, 2024).

Wushu Performance and Teamwork:

Zhang Wenguang and other wushu artists from the elder age have highlighted the idea of wushu sparring. Zhang emphasized in Changquan Pairing and Single Sword vs. Spear that sparring is an essential component and method of practice in Chinese wushu. It entails two or more people practicing attack and defense methods via choreographed Taolu. Similar to this, Zhang (2024) defined Taolu sparring as a blend of techniques based on offensive and defensive wushu concepts in *A Brief History of Martial Arts Sparring*. This comprises bare-handed and equipment-based wushu motions combined with techniques like kicking, hitting, throwing, and holding . These observations suggest that wushu movement choreography in sparring may be described as a cooperative exercise or performance carried out by two or more people, either with or without equipment.

Wushu sparring is divided into three categories based on the event classifications: equipment vs equipment, bare -handed versus equipment, and bare-handed sparring. Sparring has been an important part of wushu contests since it was included to the 4th National Games in 1979. Sparring, which is distinguished by its small, coordinated motions, complex abilities, and creative content, also plays a big part in performances. Both bare-handed and equipment - based sparring events have continued to grow as a result of this.

The aim of contests is to produce outstanding outcomes. Referees assess athletes' performance in three-person sparring competitions by concentrating on the quality of their motions and their degree of practice, as well as how well they execute the full routine . In order to include their own style and traits, athletes strive to optimize their methods and scientifically organize Taolu sequences. Rich material, vibrant emotions, and a smooth transition between attacking and defensive techniques are all essential components of effective choreography, since they improve performance.

The goal of movement choreography is to arrange movements into a logical sequence. According to Huang (2024), it is the process of tying together movement patterns within predetermined time and space restrictions that are specific to the features of a particular sport. Effective choreography, according to Xu (2021), is crucial for attaining exceptional achievements since it captivates spectators and referees while showcasing players' technical prowess and distinctive style. According to Wang (2022), choreography should emphasize an athlete's talents while enhancing the visual attractiveness of the performance by leveraging time and space changes.

The layout of Taolu motions in wushu must strike a balance between artistic expression and the fundamental offensive and defensive aspects of the sport. Zhang (2021) proposed that while combining conventional and creative methods, movement arrangements should highlight athletes' own styles. According to Liu (2024), who established a clear connection between choreography and score, successful routines should carefully balance substance and difficulty while emphasizing power, style, rhythm,

and continuity. Zhao (2023) elaborated on this by highlighting essential choreographic components that together enhance performance quality, including body posture, movement speed, direction, range, rhythm, and spatial levels.

Despite its importance, three-person sparring choreography frequently lacks originality and diversity, which lessens the attraction of the event. Routines must be thoughtfully created to highlight creative movements, attacking and defensive strategies, and coordinated execution with rhythm and music in order to solve this. This is consistent with Zhao's (2023) research, which showed that for best effects, choreography should incorporate movement, timing, and spatial aspects.

In three-person sparring, the order of motions must give priority to accuracy, coordination, and visual appeal. Transitions that are both defensive and non-offensive can improve the flow of routines, increasing their technical and artistic worth. Wang (2022) also underlined that wushu choreography should showcase its own qualities while striking a balance between practicality and artistic expression. In order to improve choreography and raise the bar for competitiveness in three-person sparring events, rational planning and constant practice are crucial.

Wushu Competitions:

Known as the most popular national sport in China, wushu is performed by people of all ages. Due to its competitive character, Wushu, which is frequently thought of as a direct-contact sport, inevitably entails emotional tension. Taolu is a subset of Wushu that includes martial arts routines and techniques that are assessed according to certain standards. Complex actions like kicks, punches, hops, sweeps, and throws are all a part of these routines. Conversely, Sanshou, another name for Wushu sparring, is a dynamic martial art that uses unarmed fighting tactics intended for everyday situations.

Significant biological (Lenroot & Giedd, 2010), cognitive (Blakemore et al., 2020), and psychological (Rice & Mulkeen, 2020) changes occur during adolescence, according to research, and these changes can affect a person's personality traits and how they grow in different sports. Athletes need to have a strong mental reaction, which is directly related to their personality qualities, in addition to technical proficiency, strategic awareness, and physical fitness in order to succeed in contests. An athlete's performance is greatly influenced by their personality, which is described as the distinct patterns of routine actions, thoughts, and emotions influenced by biological and environmental variables (Corr & Matthews, 2020).

Furthermore, conduct is greatly influenced by personal wants and incentives (Rabideau, 2020). The ultimate drive is frequently referred to as accomplishment motivation in sports psychology (Cattell & Wallbrown, 2024). Atkinson asserts that the pursuit of achievement and the desire to avoid failure are the two main driving forces behind athletes in competitive environments. The urge to succeed, one's estimation of the likelihood of success, and the reward for achieving achievement are all components of the drive for success. On the other hand, fear of failure is related to the same things but is focused on preventing failure. For athletes hoping to succeed in competitions and win, reaching an ideal level of motivation—including self-motivation—is essential.

Theoretical Framework:

This study utilizes Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), to examine the relationship between athlete ranking systems and teamwork performance in

Wushu competitions. SDT provides a foundational framework for understanding how intrinsic motivation, autonomy, competence, and relatedness influence athletes' performance, both individually and in teams.

Self-Determination Theory posits that individuals are motivated to perform optimally when their basic psychological needs are met. In the context of Wushu, an athlete's ranking system serves as a mechanism that can either fulfill or frustrate these needs, thereby affecting their intrinsic motivation to perform well in both individual and team events. According to Deci and Ryan (1985), when athletes feel competent (i.e., their rankings reflect their abilities), they are more likely to be intrinsically motivated, leading to enhanced performance. In contrast, if athletes perceive their rankings as unfair or inaccurate, their sense of competence is undermined, potentially leading to reduced motivation and engagement (Guan & Zhang, 2023).

Furthermore, SDT emphasizes the role of relatedness, or the need for social connections and support, in fostering a positive team dynamic. In team-based sports like Wushu, the interactions between athletes are crucial to team performance. Athletes who perceive strong connections and mutual support among teammates are more likely to engage in cooperative behaviors, enhancing overall teamwork (Zhao & Liu, 2023). However, when rankings create divisions within the team—such as by fostering unhealthy competition or feelings of inadequacy among lower-ranked athletes—the sense of relatedness is diminished, leading to negative impacts on team cohesion and performance (Li & Wu, 2022).

The ranking system in Wushu competitions serves as both an individual assessment and a potential source of motivation or stress for athletes. When athletes' rankings align with their self-perceptions and are perceived as fair, they are more likely to experience increased competence and motivation, which can enhance individual and team performance. However, rankings that are seen as biased or unreflective of an athlete's true abilities can diminish relatedness and competence, leading to disengagement and suboptimal team performance (Wu & Li, 2024). This dynamic is especially critical in Wushu, where synchronization and teamwork are crucial for success in team-based events.

Additionally, social comparison theory (Festinger, 1954) is relevant in understanding the psychological effects of ranking systems. Social comparison theory suggests that athletes continuously assess their abilities by comparing themselves to others. This comparison can either motivate athletes to improve or create feelings of inadequacy, depending on their relative ranking. High-ranking athletes may assume leadership roles, while lower-ranking athletes may experience feelings of exclusion or reduced confidence, potentially harming team cohesion and performance (Zhao & Liu, 2023).

In summary, Self-Determination Theory provides a robust framework for understanding how athlete ranking systems influence individual and team performance in Wushu competitions. Rankings that support athletes' psychological needs—particularly their need for competence, relatedness, and autonomy—are more likely to result in positive outcomes, both individually and as a team. Conversely, rankings that undermine these needs can negatively impact motivation, team dynamics, and overall performance. This research applies SDT to explore how ranking systems can enhance or

hinder teamwork in Wushu, ultimately contributing to a better understanding of the psychological mechanisms that drive success in martial arts competitions.

Conceptual Framework

Figure 1 shows the research paradigm on the assessing the relationship between the wushu athlete respondents' assessment of the athlete ranking systems in their program and their self - assessment of their teamwork performance in wushu competitions in Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus . It will likewise present the correlation between the wushu athlete respondents' assessment of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions.

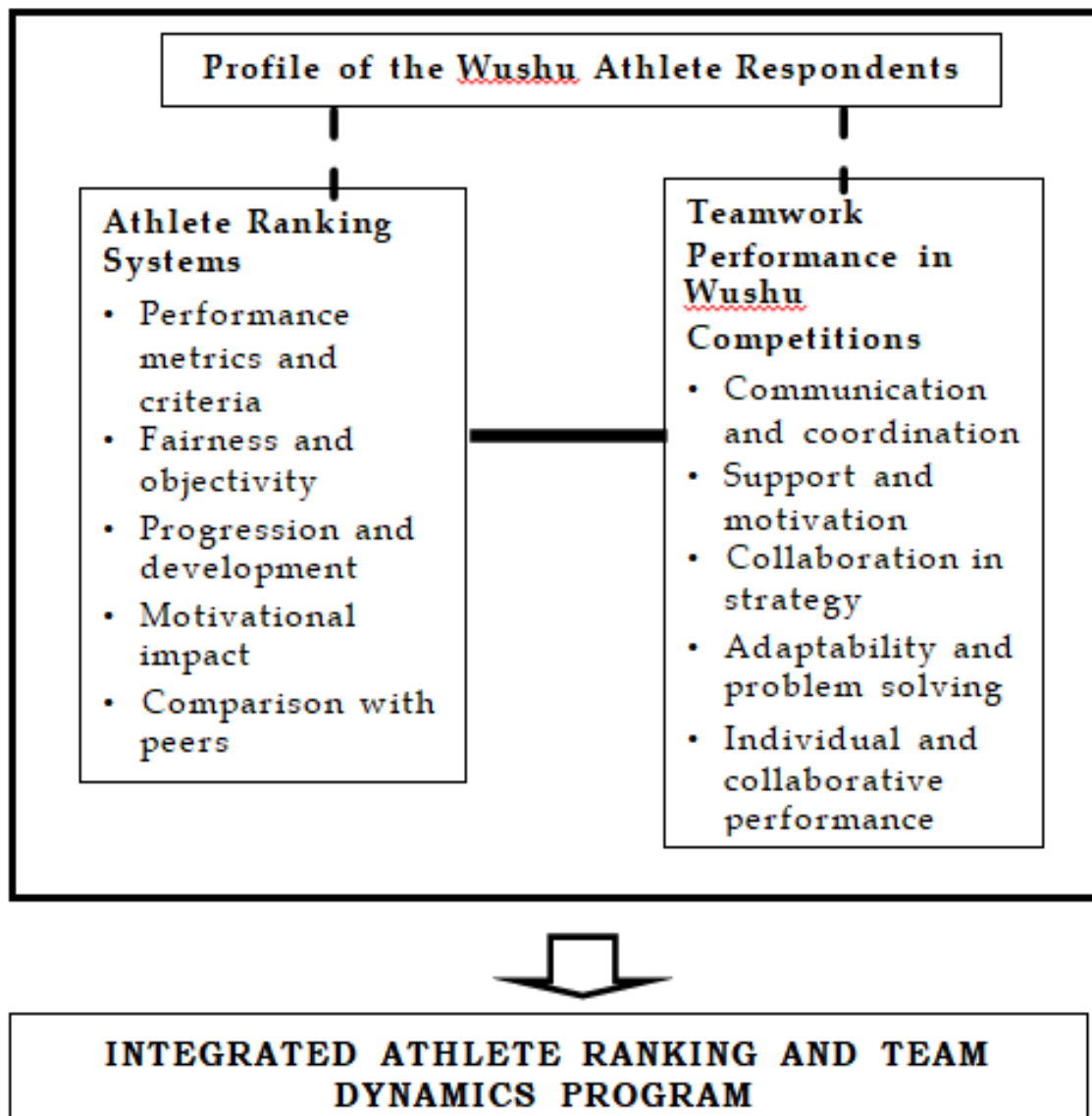


Figure 1. Research Paradigm

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the wushu athlete respondents' demographic data. It also presents the wushu respondents' assessment of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions.

It shows the expected output of the study, which is the integrated athlete ranking and team dynamics program.

Statement of the Problem:

This study will determine the relationship between athlete ranking systems and teamwork performance in wushu competitions.

The results of the study will be used as a basis for an integrated athlete ranking and team dynamics program.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the athlete respondents in

Terms of:

1.1. sex;

1.2. age; and

1.3. number of years as a Wushu athlete?

2. What is the assessment of the athlete respondents of the athlete ranking systems used in their program in terms of:

2.1. performance metrics and criteria;

2.2. fairness and objectivity;

2.3. progression and development;

2.4. motivational impact; and

2.5. comparison with peers?

3. Is there a significant difference in the assessment of the athlete respondents of the athlete ranking systems used in their program when they are grouped according to their profile?

4. What is the self-assessment of the athlete respondents of their teamwork performance in wushu competitions in terms of:

4.1. communication and coordination;

4.2. support and motivation;

4.3. collaboration in strategy;

4.4. adaptability and problem solving; and

4.5. individual and collaborative performance?

5. Is there a significant difference in the self-assessment of the athlete respondents of their teamwork performance in wushu competitions when they are grouped according to their profile?

6. Is there is significant relationship between athlete ranking systems and teamwork performance in wushu competitions?

7. Based on the results of the study, what integrated athlete ranking and team dynamics program can be proposed?

Hypothesis:

The following hypotheses will be tested:

1. There is no significant difference in the assessment of the athlete respondents of the athlete ranking systems used in their program when they are grouped according to their profile.
2. There is no significant difference in the self-assessment of the athlete respondents of their teamwork performance in wushu competitions when they are grouped according to their profile.
3. There is no significant relationship between athlete ranking systems and teamwork performance in wushu competitions?

Significance of the Study:

The outcomes of this study can be valuable for the following:

Wushu Athletes - This study will provide a deeper understanding of how athlete ranking systems influence individual and team performance in Wushu competitions. By analyzing the interplay between rankings and teamwork dynamics, athletes can better appreciate their role in collaborative settings, adapt their strategies to align with their team's goals, and enhance their performance during competitions. The findings can also empower athletes to focus on key areas for personal growth and development within the ranking framework.

Coaches - Coaches will gain comprehensive insights into how athlete ranking systems impact team cohesion, performance, and morale. This study will help them devise strategies to maximize the potential of each athlete based on their ranking while fostering a culture of collaboration and mutual respect within the team. By leveraging these findings, coaches can create tailored training regimens and motivate athletes to perform optimally both individually and as part of a group.

Supervisors and Administrators - Supervisors and administrators will benefit by understanding the broader implications of athlete ranking systems on organizational success and team performance in Wushu competitions. This study will provide evidence-based guidelines to refine ranking criteria, enhance fairness, and ensure transparency in the assessment process. Such improvements can boost athletes' trust in the system and contribute to better teamwork, leading to stronger outcomes in competitive scenarios.

Policy Makers - Policy makers responsible for governing Wushu competitions will gain valuable insights into how ranking systems affect the dynamics of teamwork and performance. The findings will offer evidence-based recommendations for creating or revising ranking policies to align with the principles of fairness, equity, and team-oriented success. Policy makers can use this knowledge to establish frameworks that balance individual achievement with collective goals, ultimately elevating the sport's competitive standards.

Athletics Organizations - This study will help athletic organizations identify best practices for implementing and managing athlete ranking systems that support both individual excellence and team success. By promoting fair and effective ranking structures, organizations can enhance athletes' satisfaction and morale, foster stronger team dynamics, and improve the overall quality and integrity of Wushu competitions.

Furthermore, these insights can strengthen the reputation of organizations as advocates for athlete development and sportsmanship.

Future Researchers - Future researchers will benefit from this study as a foundational reference for exploring the relationships between ranking systems, teamwork, and performance in martial arts and other sports disciplines. This research can pave the way for further studies on optimizing ranking systems, enhancing team collaboration, and investigating similar frameworks in diverse cultural and competitive contexts. Additionally, it will serve as a valuable resource for interdisciplinary studies combining sports management, psychology, and performance analytics.

Scope and Delimitation of the Study

The study will be carried out in Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus .The scope of the study will cover the assessment of the athlete respondents of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions by wushu athletes from Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus .

The study will evolve around the selected profile variables of the wushu athlete respondents such as sex, age, number of years as wushu athlete.

To be specific, the athlete respondents' assessment of the athlete ranking systems in their program will be based on the following: performance metrics and criteria, fairness and objectivity, progression and development, motivational impact, and comparison with peers. This variable will be correlated with the self-assessment of the athlete respondents of their teamwork performance in wushu competitions in terms of communication and coordination, support and motivation, collaboration in strategy, adaptability and problem solving, and individual and collaborative performance.

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with one-way ANOVA and post hoc analysis to interpret further and investigate the athlete respondents' demographic data and the significant relationship between their assessment of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions.

Definition of Terms:

Adaptability in Sports - An athlete's ability to adjust their approach based on changing situations during training or competition, such as changing strategies or modifying techniques.

Athlete Development Pathway - A structured program or plan that guides an athlete from early training to elite levels of competition, addressing skills, experience, and physical development.

Athlete Engagement - The level of involvement and enthusiasm an athlete demonstrates toward their sport, team, or training program, influencing motivation and performance.

Athlete Monitoring Systems - Technology-based tools used to track various aspects of an athlete's performance, including physical activity, recovery, and wellness indicators.

Athlete Ranking System - A system used to classify athletes based on their performance results, typically in competitive sports, reflecting their relative standing among peers or within a league.

Balance Training - Exercises and techniques designed to improve an athlete's ability to maintain stability and control during movement, critical for performance and injury prevention.

Biomechanics - The study of the mechanical laws relating to the movement of athletes' bodies, helping to optimize performance and prevent injuries.

Cardiovascular Fitness - The ability of the heart, lungs, and circulatory system to supply oxygen to working muscles during physical activity, a key factor in athletic performance.

Cognitive Flexibility - The mental ability to switch between thinking about two different concepts or to think about multiple concepts simultaneously, crucial for adapting during dynamic sporting events.

Competitive Balance - The degree of parity or fairness in sports leagues, ensuring that no single team or athlete consistently dominates the competition.

Core Strength - The strength of the muscles in the abdomen, lower back, and pelvis, which provide stability and support during athletic performance.

Energy Systems - The biological mechanisms by which the body generates energy for physical activity, including the aerobic, anaerobic, and phosphagen systems.

Feedback Mechanisms - The use of constructive feedback to inform athletes about their performance, helping them identify areas for improvement and boosting motivation.

Fitness Testing - The process of assessing an athlete's physical capabilities through various tests, such as endurance runs, strength tests, or flexibility measurements, to inform training and performance goals.

Focus and Concentration - The mental ability to stay attentive to the task at hand during training or competition, blocking out distractions, and maintaining performance under pressure.

Game Sense Approach - A coaching philosophy that emphasizes understanding the tactics, strategies, and decision-making processes involved in a sport, encouraging athletes to apply these elements during practice and games.

Hydration Strategies - Methods and practices designed to maintain optimal fluid levels in athletes to prevent dehydration and sustain peak physical performance.

Injury Prevention - Techniques and practices designed to minimize the risk of injury during training or competition, such as warm-ups, stretching, and proper equipment.

Load Monitoring - Tracking and evaluating an athlete's training volume and intensity to ensure recovery and to prevent overtraining or burnout.

Mental Imagery - The use of visualization techniques by athletes to rehearse their performance, improve focus, and enhance physical execution.

Mental Toughness - The psychological attribute that enables athletes to overcome adversity, stay focused under pressure, and consistently perform at a high level.

Motivational Factors - Elements that drive athletes to set goals, work hard, and continue to improve in their sports, such as intrinsic motivation, rewards, and team support.

Motor Skill Development - The process of acquiring and refining physical movements required for effective participation in a sport, such as coordination, balance, and agility.

Nutritional Periodization - The strategic timing of nutrient intake in relation to training cycles and competitions to maximize performance and recovery.

Performance Metrics - Quantitative measurements used to evaluate an athlete's performance, including physical, technical, and psychological aspects, often in relation to competition standards.

Periodization - The systematic planning of athletic training to optimize performance at specific times, involving cycles of varying intensity and volume of workouts.

Physical Endurance - The ability of an athlete to sustain physical exertion over prolonged periods without a significant decline in performance.

Post-Competition Reflection - The process of analyzing performance after an event to identify strengths and areas for improvement, aiding in future preparation.

Psychological Resilience - The ability to bounce back from setbacks, stress, or adversity, essential for athletes facing challenges or setbacks during training or competition.

Recovery Strategies - Methods used by athletes to aid in the restoration of physical and mental energy after intense activity, ensuring readiness for future performance.

Skill Proficiency - The degree to which an athlete has mastered the essential skills required for a specific sport or event.

Social Support Networks - The role of teammates, coaches, family, and friends in providing emotional and practical support to athletes, helping them navigate the challenges of competition.

Sports Analytics - The application of data analysis and statistics to evaluate an athlete's performance, strategies, and outcomes in sports events.

Sports Nutrition - The study of how food and nutrients affect an athlete's performance, recovery, and overall health, including the use of supplements and hydration strategies.

Sports Psychology - The study and application of psychological principles to improve athletes' performance, motivation, and mental well-being.

Sportsmanship - The ethical practice of fair play, respect for others, and graciousness in both victory and defeat.

Strategic Planning in Sports - The process of defining goals, creating a roadmap to achieve them, and anticipating challenges in sports performance, whether at the individual or team level.

Strength Training - Physical training aimed at increasing the strength of muscles and improving performance in sports that require power or explosive movements.

Stress Management Techniques - Methods used by athletes to handle the pressures of competition, including relaxation techniques, breathing exercises, and mindfulness practices.

Tactical Decision-Making - The process by which athletes or teams make decisions during a competition based on real-time analysis of the situation, adapting strategies for optimal performance.

Talent Development Programs - Initiatives designed to identify and nurture young athletes, providing them with the necessary resources, coaching, and environment to reach elite performance levels.

Talent Identification - The process of spotting athletes who possess potential for success at higher levels of competition, based on a range of physical, psychological, and performance indicators.

Team Cohesion - The sense of unity and mutual commitment among team members, fostering collaboration and positive group dynamics.

Teamwork Performance - The effectiveness and efficiency with which members of a sports team work together to achieve common objectives, such as coordinating strategies, communicating, and supporting each other during competitions.

Training Load - The amount and intensity of physical and mental effort put forth during training sessions, which must be carefully managed to maximize performance and reduce the risk of overtraining.

Wushu Competitions - Competitive events where athletes perform traditional Chinese martial arts forms, such as Taolu (forms) and Sanda (combat), judged based on precision, technique, and athleticism.

Methodology:

Research Design:

The research utilizes a descriptive, comparative, and correlational methodology, noted for its precise definitions, thorough documentation, in-depth analysis, and a refined understanding of contextual interactions. According to Tanaka and Kobayashi (2023), descriptive research is structured to systematically identify and examine the core characteristics, behaviors, and attributes of phenomena within their natural environments. The primary aim is to develop detailed profiles of specific entities or gain a more profound understanding of the present situation, laying a solid groundwork for future research.

Building upon the work of Tanaka and Kobayashi (2023), descriptive research plays a pivotal role in the social sciences and psychology, offering a comprehensive understanding of natural patterns and behaviors. This approach facilitates the collection of accurate, impartial data on the beliefs, actions, and characteristics of target populations, providing valuable insights into societal dynamics.

Additionally, Lee and Wang (2024) emphasize the importance of comparative methods in identifying the key variables that influence outcomes across different groups or contexts. They highlight that correlational analysis is crucial in uncovering potential causal relationships between variables, thereby enhancing the explanatory capacity of research

designs. In this study, correlational analysis will be employed to explore the relationships between specific demographic traits and relevant attitudes or behaviors related to the research subject, contributing to the formation of theoretical frameworks and practical intervention strategies.

The descriptive-comparative-correlational approach applied in this study offers a robust framework for analyzing intricate relationships between variables and their contexts. By combining the methodological insights of Lee and Wang (2024) with the foundational principles outlined by Tanaka and Kobayashi (2023), this approach enriches the depth and validity of the findings, providing a trustworthy foundation for further research and practical applications in related fields.

This study aims to investigate the wushu athletes' assessment of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent variables included in the study.

By utilizing this approach, the researcher will be able to find any significant difference or relationship in the athlete respondents' assessment of the athlete ranking systems used in their program and their demographic data such as sex, age, and number of years as wushu athlete. Also, the researcher will be able to find any significant difference or relationship in the wushu athletes' self-assessment of their teamwork performance in wushu competitions and their demographic data such as sex, age, and number of years as wushu athlete. The wushu athletes' assessment of the athlete ranking systems in their program and their self-assessment of their teamwork performance in wushu competitions will then be correlated.

All the above discussions on the descriptive research method will suit the nature of research that this present study would do; hence this method will be adopted.

Research Locale:

Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus. Martial arts is a treasure of Chinese culture. Promoting martial arts into campus allows students to experience the charm of traditional culture in practice.

In line with the national "double reduction" policy and the "national fitness" strategy, martial arts training can improve students' comprehensive quality and promote the comprehensive development of morality, intelligence, physical fitness, aesthetics and labor.

Yunnan is an ethnic minority settlement area. Martial arts can be integrated with local ethnic sports (such as wrestling, bamboo pole dance, etc.) to create a campus sports culture with regional characteristics.

Participants of the Study

The participants of the study will be taken from the 5 selected campuses of universities in Yunnan Province, China. They will be purposively chosen such that only those who are actively engaged in Wushu or martial arts in the campus who have joined the team.

Sampling Technique

The respondents of the study will be the wushu athletes from Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus. In selecting the wushu athlete respondents, purposive sampling technique will be used among the athlete respondents. About 50 athletes will be taken from each of the 5 campuses.

Research Instrument

In gathering the needed data, the researcher will make researcher-made questionnaires on the wushu athlete respondents' assessment of the athlete ranking systems used in their program and their self-assessment of their teamwork performance in wushu competitions.

The researcher will use face to face or onsite in administering this questionnaire.

The questionnaire will be composed of the following parts.

Part 1 – This section determines the demographic profile of the wushu athlete respondents.

Part 2 – This section determines the athlete respondents' assessment of the athlete ranking systems used in their program.

Part 3 – This section identifies the athlete respondents' assessment of their teamwork performance in wushu competitions.

The adapted questionnaire and the researcher-made questionnaire will be subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts will be made integral in the instrument.

The same instrument will be submitted for face validation with at least five experts. The questionnaires will be pilot tested to measure reliability. The pilot testing will be computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomes the suggestions of the experts and will make necessary revisions to construct the said instruments valid.

Data Gathering Procedure:

The researcher will get permission from the office of the wushu coach of Yunan China to promote the Chinese Traditional Culture of Martial Arts in the Campus. When the permission is approved, the researcher will ask permission from the school heads by distributing a letter of consent form to the wushu athlete respondents, which will be signed by them and will be returned to the researcher.

After, the purpose of the study and instructions on how the items on the survey should be answered will be explained to the athlete respondents. Then, the survey will be administered using the face to face and they will be given enough time to answer the survey.

After completing the survey, the researcher will collect the questionnaires from the athlete respondents.

The data will be gathered, tallied, and processed with Statistical Package for Social Science (SPSS). The processed data will be interpreted and analyzed, and the results will be used to propose a sustainability and revenue diversification program.

Finally, the interpretation and analysis of data will be done. Summary of findings, conclusions, and recommendations will be formulated.

Statistical Treatment of the Data:

The responses to the survey questionnaire will be tallied using the SPSS, and then they will be tabulated and organized accordingly. The data will be presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

1. For research question no. 1, descriptive statistics such as frequency counts and percentages will be used to treat responses in the demographic profile of the wushu athlete respondents.
2. For research question nos. 2 and 4, weighted means will be utilized to treat the assessment of the wushu respondents of the athlete ranking systems used in their program in terms of performance metrics and criteria, fairness and objectivity, progression and development, motivational impact, and comparison with peers.

Weighted means will also be used to compute for the self-assessment of the athlete respondents of their teamwork performance in wushu competitions in terms of communication and coordination, support and motivation, collaboration in strategy, adaptability and problem solving, and individual and collaborative performance.

The following will be used to interpret the WM of the teacher respondents' responses:

Mean Range	Verbal Description
3.51 - 4.00	Very True of Our Training Program/ Very True of Me
2.51 - 3.50	Dur Training Program/ True of Me
1.51 - 2.50	Somewhat True of Our Training Program/ Somewhat True of Me
1.00 - 1.50	Not True of Our Training Program/ Not True of Me

3. For research question nos. 3 and 5, one way ANOVA with post-hoc analysis (Scheffe) will be used to find out the significant difference in the assessment of the wushu athlete respondents of athlete ranking systems and their self-assessment of their teamwork performance in wushu competitions.
4. For research question no. 6, Pearson's r correlation analysis will be utilized to determine the significant relationship between athlete ranking systems and teamwork performance in wushu competitions.

Ethical Considerations:

The researcher will constructively consider and carefully follow the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data. All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey – questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be the wushu athletes. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5. Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the rights to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

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Appendix A

ATHLETE RANKING SYSTEMS AND TEAMWORK PERFORMANCE IN WUSHU COMPETITIONS

WUSHU ATHLETES' QUESTIONNAIRE

Part I. Profile of the wushu athlete respondents in terms of:

1.1 Name _____

1.2 Sex: () Male () Female

1.3. Age: () less than 15 yrs. old () 18 yrs. old
() 16 yrs. old () more than 18 yrs. old
() 17 yrs. old

1.4 Number of Years as Wushu Athlete: () Less than 3 Years ()

3-5 Years ()

More than 5 Years

Part II. Athlete Ranking Systems

Direction: For each statement below, please assess the athlete ranking systems in your training program in the following areas by indicating the extent to which each statement is true of you. Rate the athlete ranking systems in your training program on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of Our Training Program
3	True of Our Training Program
2	Slightly True of Our Training Program
1	Not True of Our Training Program

Indicators (4) | (3) | (2) | (1)

A. Performance Metrics and Criteria

1. The performance metrics used in our ranking system are clearly defined.				
2. The criteria used to rank athletes accurately reflect their athletic ability.				
3. The ranking system provides a fair assessment of my athletic performance.				

4. The performance metrics used are relevant to the sport we are training for.				
5. Our ranking system considers all aspects of an athlete's performance.				
6. The performance metrics provide a comprehensive evaluation of my skills.				
7. I feel confident that the ranking criteria are applied consistently across all athletes.				
8. The metrics used in the ranking system allow for accurate comparisons between athletes.				
9. The ranking system clearly communicates areas of strength and areas needing improvement.				
10. The performance criteria help athletes understand how they can improve their ranking.				

B. Fairness and Objectivity

11. The ranking system is fair and free from bias.				
12. The ranking system treats all athletes equally, regardless of background or previous performance.				
13. The criteria for ranking are applied consistently to all athletes.				
14. I believe the ranking system is objective and not influenced by external factors.				
15. The ranking system takes into account the unique strengths of each athlete.				
16. I feel the ranking system gives everyone a fair chance to improve.				
17. There is a clear and unbiased process for determining athlete rankings.				

18. The ranking system ensures that personal biases do not affect my performance assessment.				
19. I trust that the ranking system is applied impartially to all athletes.				
20. The fairness of the ranking system motivates me to perform better.				

C. Progression and Development

21. The ranking system helps me track my progress as an athlete.				
22. The system provides clear indicators of how I can improve my performance.				

23. The ranking system encourages continuous development of my skills.				
24. I believe that the ranking system effectively tracks my improvement over time.				
25. The system provides opportunities for growth based on individual performance.				
26. The ranking system gives me a clear idea of my next steps for advancement.				
27. The ranking system motivates me to push myself and achieve higher performance.				
28. The ranking system highlights areas where I need to focus on to improve.				
29. I feel that the ranking system supports my long-term development as an athlete.				
30. The ranking system clearly aligns with my personal development goals.				

D. Motivational Impact

31. The ranking system inspires me to perform at my best.				
32. I feel motivated to improve my ranking within the program.				
33. The rankings provide me with a clear goal to strive for.				

34. The ranking system creates healthy competition among athletes.				
35. I feel more engaged in training due to the ranking system.				
36. The ranking system helps me stay focused on improving my performance.				
37. Seeing my ranking motivates me to push past my limits.				
38. The ranking system encourages me to set specific goals for improvement.				
39. The ranking system increases my overall motivation to succeed.				
40. The ranking system fosters a sense of accountability and self-improvement.				

E. Comparison with Peers

41. The ranking system allows me to see how I compare with my teammates.				
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42. I believe comparing my ranking with others helps me understand my strengths and weaknesses.				
43. The ranking system motivates me by showing how I rank relative to my peers.				
44. I feel the ranking system fosters a healthy competitive environment among athletes.				
45. The comparison with others in the ranking system helps me gauge my progress.				
46. The ranking system encourages athletes to perform better by comparing with peers.				
47. I believe comparing my performance to others motivates me to improve.				
48. The rankings provide valuable insights into where I stand compared to others in my sport.				
49. I feel that comparing my ranking with others keeps me motivated during training.				
50. The ranking system makes it clear where I stand in comparison to other athletes in my program.				

Part III. Teamwork Performance in Wushu Competitions

Direction: For each statement below, please assess your teamwork performance in wushu competitions in the following areas by indicating the extent to which each statement is true of you. Rate your teamwork performance in wushu competitions on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of Me
3	True of Me
2	Slightly True of Me
1	Not True of Me

Indicators	(4)	(3)	(2)	(1)
A. Communication and Coordination				
1. I actively communicate with my teammates during Wushu competitions.				
2. I ensure that important information is clearly conveyed to my teammates before and during competitions.				
3. I listen attentively to my teammates' ideas and opinions during team				

discussions.				
4. I make an effort to coordinate my movements with my teammates during performances.				
5. I feel confident that I can express my thoughts clearly to my teammates.				
6. I ensure that my body language supports effective communication with my teammates.				
7. I am proactive in sharing important information that could impact the team's performance.				
8. I help create an environment where all teammates feel comfortable speaking up.				

9. I pay close attention to the signals and cues of my teammates during competition.				
10. I adjust my communication style based on the needs of my teammates.				

B. Support and Motivation

11. I encourage my teammates to do their best in Wushu competitions.				
12. I offer emotional support to my teammates when they face challenges.				
13. I celebrate my teammates' successes and help lift their spirits during setbacks.				
14. I actively motivate my teammates to stay focused and positive.				
15. I make an effort to provide constructive feedback to my teammates.				
16. I support my teammates in both good and difficult times during competitions.				
17. I feel a responsibility to keep my teammates motivated throughout the competition.				
18. I contribute to maintaining a positive atmosphere within the team during performances.				
19. I offer help to my teammates when they face challenges or difficulties in their routines.				
20. I prioritize the well-being of my teammates and provide support when needed.				

C. Collaboration in Strategy

21. I actively participate in discussions about team strategy before competitions.				
22. I work with my teammates to create an effective strategy for the competition.				
23. I am open to new ideas and suggestions during team strategy discussions.				
24. I help ensure that everyone in the team understands and agrees with the strategy.				
25. I contribute to adapting strategies based on the strengths and weaknesses of the team.				
26. I collaborate with my teammates to refine and improve our competition strategies.				
27. I actively seek input from my teammates when making decisions related to strategy.				
28. I am flexible in adjusting my personal approach to align with the team's overall strategy.				
29. I ensure that the team strategy is clearly communicated to everyone before the competition.				
30. I support the implementation of the team strategy even if it requires personal sacrifice.				
D. Adaptability and Problem Solving				
31. I quickly adapt to changes in the competition environment or strategy.				
32. I remain calm and focused when unexpected challenges arise during competitions.				
33. I contribute ideas for solving problems that arise during Wushu competitions.				
34. I am able to adjust my performance based on the situation and my teammates' needs.				
35. I support my teammates in problem-solving when difficulties arise during the competition.				
36. I actively look for solutions to obstacles or challenges that impact our team's performance.				

37. I am flexible in adjusting my approach to meet the needs of the team during competition.				
38. I contribute to finding alternative strategies if the initial plan isn't working.				
39. I help my teammates stay focused on problem-solving when things don't go as planned.				
40. I am proactive in addressing potential issues before they impact the team's performance.				
E. Individual and Collaborative Performance				
41. I consistently perform at my best during Wushu competitions to contribute to the team's success.				
42. I take responsibility for my individual performance and its impact on the team.				
43. I focus on improving my personal performance to benefit the overall team effort.				
44. I collaborate effectively with my teammates to ensure that the team performs well.				
45. I am able to balance my individual performance goals with the needs of the team.				
46. I understand the importance of both individual and team performance in achieving success.				
47. I contribute to the team's overall performance by focusing on my individual strengths.				
48. I support my teammates in achieving their personal bests during the competition.				
49. I am always mindful of how my individual performance affects the team's results.				
50. I believe that my performance is crucial to the success of the team in Wushu competitions.				