

**07<sup>th</sup> Asia-Pacific International Conference on Quality of Life**  
Wina Holiday Villa, Kuta, Bali, Indonesia, 30 Sep – 02 Oct 2023

## **Impact of Wushu Education on the Social Adaptability of Chinese University Students**

**Zhang Tingxiu<sup>1</sup>, Lim Boon Hooi<sup>1</sup>, Zhang Changsi<sup>2</sup>, Li Chuangang<sup>1</sup>**

<sup>1</sup> Faculty of Education, Languages, Psychology and Music, SEGi University, Malaysia

<sup>2</sup> University of P.E and Sports, Beijing Normal University, China

446231116@qq.com, lboonhooi62@gmail.com, zhangchangsi@bnu.edu.cn, licg\_197312@163.com

Tel: 18612885667

---

### **Abstract**

Studying Wushu has a rich history deeply embedded in the national spirit. This study focused on Wushu education's impact on university students' social adaptability in public sports courses. Specifically, a group of university students from a university in Shandong were selected as research subjects. The aim was to investigate the relationship between social adaptability and Wushu education and to explore the effectiveness of implementing Wushu education activities. The study uses both empirical research and theoretical analysis. From the study, it can be concluded that Wushu education improves communication and valuable life skills.

**Keywords:** Wushu Education, University Students, Social Adaptability skills

*eISSN: 2398-4287 © 2023. The Authors. Published for AMER & cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), and cE-Bs (Centre for Environment-Behaviour Studies), University of Built Environment, Universiti Teknologi MARA, Malaysia.  
DOI: <https://doi.org/10.21834/e-bpj.v8i26.4954>*

---

### **1.0 Introduction**

In higher education, students are in the stage of transformation from adolescence to adulthood, which is a critical period for forming personality, world outlook, values, and outlook on life and tends to be stable. It is necessary to grasp university education opportunities and pay attention to quality education so that students' critical thinking and imagination abilities can be effectively improved. At the same time, the power of students to innovate knowledge and explore knowledge is created, and the physical and mental health of students is involved so that they can adapt to society; no matter how the performance of students, they can realize their value, can be full of enthusiasm for the future, and brave to face difficulties. At the university stage, students are guided to learn in many fields and accumulate experience and knowledge to adapt smoothly to society. With the rapid development of modern society, higher requirements are put forward for talent. Market demand and talent supply will highlight the supply side's structural problems. University students are the people who are committed to training in our country. It is also the direction that university students need to work hard to improve the knowledge structure of university students, and it is also indispensable content for their training. However, we still need to improve how to shape university students' personalities and explore their potential value.

#### **1.1 Research background**

*eISSN: 2398-4287 © 2023. The Authors. Published for AMER & cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), and cE-Bs (Centre for Environment-Behaviour Studies), University of Built Environment, Universiti Teknologi MARA, Malaysia.  
DOI: <https://doi.org/10.21834/e-bpj.v8i26.4954>*

The university stage is crucial for the development of university students, and the nurturing of talents tends to be consistent. This stage is critical for developing a life philosophy and advancing character formation and socialization. As it is a pivotal stage, it is imperative to address how all university students can navigate the university's transition period. The university phase aims to nurture students' abilities, prepare them for societal engagement, and enable their active participation in the community. In this pivotal phase, discrepancies exist between the current university student's educational objectives and development goals. Many students struggle to live harmoniously with others and resolve challenges. These students are self-centered, struggle with mutual respect, and lack effective communication skills. Numerous challenges impact modern university students' well-being and development, including learning, employment, and emotional well-being. Failures to address issues like international communication and inadequate self-psychological adjustment skills can significantly impede the healthy development of university students. China places particular emphasis on studying university students born after 1990. Children often lack resilience, exhibit limited independent living skills, and struggle with adversity. Recently, only a subset of scholars has concentrated on enhancing the quality of talent and social adaptability in higher education. This has also garnered significant societal concern. The school's Wushu education program bolsters the university student club, owing to its exceptional adaptability, thereby influencing the Wushu education of university students. An in-depth examination of adaptability will be conducted.

### *1.2 Aim and significance of the study*

During their university years, students must acquire knowledge effectively and engage in community activities to develop organizational and social skills. Simultaneously, over these four years, they can cultivate independence, broaden their interests, and mature by interacting with individuals from diverse backgrounds, developing a mature adult worldview and values. Post-graduation, students should be capable of adapting to society, handling challenges in their personal and professional lives, overcoming setbacks, managing stress, maintaining psychological well-being, and effectively coping with complex environments and difficult situations. Wushu education is a key component of physical education in universities. Wushu education serves a multifaceted role encompassing personality development, intellectual growth, skill enhancement, and knowledge transmission. Our research reveals a need for a more rigorous and specific discussion of the impact of Wushu education on university students' social adaptation. Previous research on Wushu education and university students' social adaptation mainly relied on literature synthesis, with methodologies often limited to subjective judgment. A quantitative and rigorous demonstration of the correlation between Wushu education and social adaptation is lacking. Through a questionnaire survey, researchers quantitatively assess the impact of Wushu education on university students' societal adaptability and objectively examine its influence on their community adaptability. This study aims to highlight the significance of Wushu education. Furthermore, it enhances the understanding of Wushu education's value among practitioners and enhances university students' social adaptability.

### *1.3 Definition of relevant concepts*

#### *1.3.1 Social Adaptation Ability*

UNESCO has delineated the prerequisites for social adaptation, including knowledge mastery, survival skills, practical learning, and interpersonal acumen. In a report presented to UNESCO, the World Commission on Education for the 21st Century suggested that, in a narrower context, social adaptability pertains to the level and capability of academic institutions and schools in facilitating students' adjustment to social life and their readiness for the workforce. To fulfill societal requirements, (Pedersen et al., 2020) asserts that social adaptability involves an individual's survival within a community and accompanying transformations, encompassing psychology, behavior, and more. Consequently, one can attain the amalgamation of aptitude and societal norms to meet societal needs. In this paper, social adaptability pertains to individuals' holistic understanding of their environment. It encompasses the capacity to adjust to the surroundings and effect changes in behavior, physiology, psychology, and more, fostering survival and harmonious integration within the social milieu.

#### *1.3.2 University students' social adaptability*

Ali et al. (2021) assert that the social adaptation of university students denotes their capacity to seamlessly integrate into society by actively engaging in practical experiences, comprehending cultural dynamics, and effective interpersonal communication as they transition from the academic environment to the broader societal context. In contemporary times, university students' social adaptability encompasses various facets, such as acclimating to academic and social dimensions and preparing for the transition from campus to society. Among these, students must acquire cultural understanding, navigate the intricacies of the market economy, embrace educational reforms, exhibit behavioral discipline, foster social values, and enhance cooperative skills and awareness. These factors collectively contribute to students' adaptability and interpersonal proficiency. Certain scholars contend that university students should demonstrate a range of competencies during their academic tenure and upon graduation, positing that these two sets of abilities can be considered synonymous. Essentially, the skills honed in the university are tantamount to those requisites for post-graduation societal integration (Paradise, 2019) University students' social adaptability refers to their knowledge of the school environment. The power of university students to adapt to culture and school refers to the performance of university students to adapt to society and school. Also, it relates to the changes in their personality characteristics and life caused by changes in the outside world (Wang, 2006).

To sum up, the social adaptability of university students in this study pertains to their capacity to foster a harmonious campus environment. This encompasses self-sufficiency, learning proficiency, interpersonal communication, practical innovation, resilience, and aptitude for competition and collaboration.

### 1.3.3 Wushu Education

Wushu education is a way of education from the beginning to the end; Wushu education makes a specific part of physical education so that it can make the body strong. Wushu education is not so; this bias in thinking will cover up the diversified characteristics of Wushu education. Cynarski (2012) claims that Wushu education does not refer to Wushu, but the research area is vast. It means that through Wushu education, the recipients will be physically stronger, have good conduct, have charming personalities, and improve their skills. Song and Yue (2016) point out that Wushu educators should obtain theoretical and technical knowledge according to specific requirements to realize Wushu education according to particular plans and purposes.

In this study, Wushu education refers to a planned and purposeful activity process in which students can improve their Wushu techniques, theories, physical health, and mental health by learning content related to Wushu.

## 2.0 Literature Review

### 2.1 Research on the social adaptability of college students

American scholar Koenig (1986) summarized the individual aspect of social influence and defined it as the process of social virtue regulating one's behavior. On the other hand, Waller (2020) emphasized the subjective role of human beings, believing that it is the sense of belonging arising from interaction with others. College students learn knowledge out of their own will to improve themselves. They are influenced by the campus environment, culture, etc. so that they are no longer just subjective needs but to choose the content and way of socialization. Unlike the socialization transformation in primary and secondary schools, college students accept it from the outside and at the same time make conversion and selection (Gale & Parker, 2014). This adaptation involves physiological adaptation, that is, adaptation to physiological changes, having a reasonable sexual concept to have healthy sexual behavior and sexual awareness, such as sexual concept, can adapt to physiological changes and adjust psychologically. The process of college students adapting to society happens to meet the period of psychosocial delay and weaning.

In social adaptation, it is essential to adapt to the role. The social part needs to bear its specific responsibilities and have particular behavior norms, obligations, and rights. If a person can put himself in a suitable position according to his ability and identity in social life, he can bring his advantages into full play (Goffman, 2016). While studying in colleges and universities, college students need to adapt to learning, that is, appropriate learning methods and attitudes involving learning methods, planning, and dynamic content. After that, when we are about to enter society and start to work, we need to have the ability to adapt to the occupation, that is, the ability to choose the field according to our temperament, character, interest, power, etc., which involves actively preparing for job hunting, adjusting the mentality of career choice, and adjusting the value orientation of career selection. Socialization is the cultivation of members who fit in with society. College students' cognition of their situation somewhat impacts their social role (Sharif et al., 2021).

### 2.2 Research on the influencing factors of college students' social adaptability

#### 2.2.1 External factors affecting college students' social adaptability

The factors that form social adaptability involve both external and internal factors. The university stage is critical for mastering knowledge and skills, and it is the best period for enriching knowledge and ability. Moreover, the unremitting pursuit of career and personal value is essential to improve their adaptability (Chu et al., 2019). Based on college students, it involves not only teachers, schools, society, and other reasons but also students' reasons. The university stage is crucial for mastery of cultural knowledge, acquiring skills, and improving oneself and personal qualities. It is significant for career development, personal values, and the ability of individuals to adapt to society. Schools are committed to reforming physical education, attaching importance to cultivating students' skills and developing students' abilities, knowledge, and quality (Jin, 2022). The external factors affecting college students' social adaptability mainly lie in the social environment and campus cultural atmosphere.

#### 2.2.2 Internal factors affecting college students' social adaptability

The social environment's demand for talent quality guides the direction of college students' efforts. College students' ability to adapt to society is closely related to the quality and the education they receive. Therefore, the school's teaching philosophy, curriculum setting, and teachers' quality have also become crucial factors for cultivating college students' adaptability (Alam, 2022).

Some researchers have investigated the group of female college students. Although they work hard, reason, and study hard, they are still in the process of becoming mature and are affected by social expectations of gender. Female college students need better social adaptability, which is often reflected in the inferiority of female college students in the aspect of becoming talented. Lack of competitive consciousness, inability to handle interpersonal relationships properly, lack of enthusiasm, lack of creativity, lack of good cooperation ability, and inability to withstand setbacks (Gonta & Bulgac, 2019).

As discussed earlier, researchers frequently select measurement scales tailored to their research objectives for statistical data collection, which can yield divergent results. Secondly, the preceding review highlights a plethora of studies addressing physical education and social adaptation. Given the multifaceted nature of this topic, many scholars provide only general descriptions, leaving room for clarification regarding the role and value of physical education, with limited practical application. Additionally, it is worth noting the scarcity of research on the influence of Wushu education on college students' social adaptability. This is an area that warrants in-depth exploration. This paper aims to conduct a comparative analysis of the impact of Wushu education on social adaptation by investigating and researching participation in Wushu education and its effect on college students' social transformation.

### **3.0 Methodology**

#### *3.1 Subjects of Study*

In selecting research subjects, the study was conducted in 2 classes of public sports Wushu majors of a university in 2021, among which there were 41 male and 39 female students, respectively.

#### *3.2 Data Collection*

##### *3.2.1 Literature Review Method*

To read the works and papers on the influence of Wushu education on college students' social adaptability to understand the research information and status.

##### *3.2.2 Interview*

The researchers interviewed and analyzed professors and experts to understand their perspectives on relevant research topics. They also engaged in discussions with the counsellors and leaders involved in the study. Concurrently, they actively sought feedback and insights to refine the research focus. To enhance Wushu's education, questionnaires were developed to assess its impact on college students' adaptability.

##### *3.2.3 Questionnaire*

###### *3.2.3.1 Sample selection*

The subjects of this study were the students of Grade 2021 of A University who are taking public sports courses for two semesters from September 2021 to June 2022. Through the investigation of the general physical education course selection of students of grade 2021, 80 students from two Wushu classes were randomly selected as the research samples of this study.

###### *3.2.3.2 Questionnaire design*

To meet data referencing and research requirements, the questionnaire design is divided into two phases. First, a questionnaire survey is conducted to assess the factors influencing college students' adaptability. When designing the questionnaire, the principles of physical education will serve as the foundation, incorporating insights from scholars and experts. The second phase involves the analysis of the scale used to gauge college students' social adaptability. This analysis considers the scale's validity and reliability. The assessment of college students' social adaptability is conducted using the Diagnostic Scale of Social Adaptability (Zheng, 2003), tailored to the specific context. The social adaptability of college students is determined based on the responses provided in the scale by the investigators.

#### *3.3 Data Analysis*

This study primarily employs statistical software, Excel and SPSS 22.0, for mathematical and statistical analysis. Independent samples were employed to compare social adaptation before and after the experiment. The difference in social adaptive ability before and after the investigation was assessed using a paired sample t-test to understand the impact of Wushu education on adolescents' social adaptability.

### **4.0 Findings and Discussion**

#### *4.1 The overall influence of Wushu education on college students' social adaptability.*

For the social adaptability of college students, the T-test, three measurements, and specific scores obtained by ANOVA were used to precisely compare the correlation between the social adaptability of college students and gender, only child, and significance. The results are shown in Table 4-1 below.

Table 4-1 presents the measurement of students' social adaptability after Wushu education. The results of the initial social adaptability test show that boys scored an average of 8, which was slightly higher than the girls' average score of 7.9. This suggests a gender-related difference in social adaptability, with boys exhibiting slightly better adaptability than girls. This finding reflects a general deficiency in the social adaptability of current college students, likely resulting from multiple factors. Regarding the connection between social adaptability and whether students are only children or not, the table above illustrates a distinct relationship. Non-only children exhibit

better social adaptability with scores of 8.6, compared to only children with scores of 7.6. Among students from different academic disciplines, those majoring in science scored an average of 8.2 in social adaptability, while students majoring in liberal arts scored an average of 7.8. This suggests that science students have slightly stronger social adaptability compared to liberal arts students. Due to the limited sample size of students majoring in arts and sports, this study cannot adequately address relevant issues. Consequently, we will not analyze the social adaptability of students majoring in these fields.

Based on the data in Table 4-1, there is a minor difference in social adaptability related to gender among college students, with average scores of 20.3 and 19.6. When considering whether students are only children or not, there isn't a substantial difference, as the average score for non-only children is 20.6 and for only children is 19.4. The variance in social adaptability among different professions is also relatively small. This suggests that the connection between social adaptability, gender, only-child status, and profession is not statistically significant.

Table 4-1 Influence of gender, only child or not, and significance on social adaptability

Social adaptability index	Mean	1 <sup>st</sup> Test	2 <sup>nd</sup> Test	3 <sup>rd</sup> Test	T	Sig.
<b>Gender</b>	Male	8	13.8	20.3		
	Female	7.9	13.1	19.6	1.962	0.141
<b>Only child</b>	Yes	7.6	12.8	19.4		
	No	8.6	14.0	20.6	1.783	0.350
<b>Specialty structure</b>	Liberal Arts	7.8	13.6	19.7		
	Science	8.2	14.7	20.6		
	Arts & Physical Edu	13	23	31	0.784	0.402

## 5.0 Conclusion

5.1 Wushu education facilitates interpersonal communication among students, promoting harmonious coexistence and enhancing their communication skills.

5.2 Wushu education instils positive qualities and plays a prominent role in developing college students' endurance.

5.3 The ethos of Wushu in Wushu education has an impact that surpasses other programs in enhancing and nurturing college students' social adaptability.

5.4 Wushu education significantly enhances college students' social adaptability.

## 6.0 Recommendations

6.1 Through education and awareness campaigns, college students can recognize the positive impact of Wushu education on their social adaptability. Fostering an environment where students appreciate traditional national sports can ignite their enthusiasm and initiative in Wushu education, forming a strong foundation for their development.

6.2 Focus on cultivating campus culture to establish a conducive environment and educate students about sports and health-related knowledge.

6.3 Organizations like colleges, universities, and social Wushu associations can leverage their resources and focus on significant initiatives. This may include hosting regular Wushu competitions.

6.4 Wushu education activities influence college students' social adaptability. While there's a growing focus on revising competitive competition rules and training for Wushu events, there remains limited research on Wushu education activities. It's imperative to rectify this situation by emphasizing the study of Wushu education to facilitate organized progress in Wushu education activities. This will enable better integration with other programs and foster the comprehensive and healthy growth of college students.

## References

- Alam, A. (2022). Positive psychology goes to school: conceptualizing students' happiness in 21st century schools while 'minding the mind' are we there yet? Evidence-backed, school-based positive psychology interventions. *ECS Transactions*, 107(1), 11199.
- Ali, M., Mustapha, I., Osman, S., & Hassan, U. (2021). University social responsibility: A review of conceptual evolution and its thematic analysis. *Journal of Cleaner Production*, 286, 124931.
- Chu, J., Liu, J., & Liu, S. (2019). Research and countermeasure analysis of college students' employment issues. *Open Journal of Social Sciences*, 8(1), 129-138.
- Cynarski, W. J. (2012). Values of martial arts in the light of the anthropology of martial arts. *Journal of Combat Sports and Martial Arts*, 3(1), 1-4.
- Gale, T., & Parker, S. (2014). Navigating change: a typology of student transition in higher education. *Studies in higher education*, 39(5), 734-753.
- Goffman, E. (2016). The presentation of self in everyday life. In *Social Theory Re-Wired* (pp. 482-493). Routledge.
- Gonta, I., & Bulgac, A. (2019). The Adaptation of Students to the Academic Environment in University. *Romanian Journal for Multidimensional Education/Revista Romaneasca pentru Educatie Multidimensionala*, 11(3).
- Jin, Y. (2022). The promoting effect of mental health education on students' social adaptability: implications for environmental. *Journal of Environmental and Public Health*, 2022.
- Paradise, J. L. (2019). Social Emotional Awareness at a Suburban High School: An Exploration of Causes and Effects of Student Stress University of Massachusetts Lowell].
- Pedersen, D. B., Grønvd, J. F., & Hvidtfeldt, R. (2020). Methods for mapping the impact of social sciences and humanities—A literature review. *Research Evaluation*, 29(1), 4-21.
- Sharif, S., Guirguis, A., Fergus, S., & Schifano, F. (2021). The use and impact of cognitive enhancers among university students: a systematic review. *Brain sciences*, 11(3), 355.
- Song, J., & Yue, H. (2016). Considerations on Wushu's national culture characteristics. *Asia Pacific Journal of Sport and Social Science*, 5(1), 28-34.
- Waller, L. (2020). Fostering a sense of belonging in the workplace: Enhancing well-being and a positive and coherent sense of self. *The Palgrave handbook of workplace well-being*, 1-27.
- Wang. (2006). The goal positioning of college sports in students' socialization and Social relations. *Zhejiang Sports Science*, 28, 58-60.