



# A study on the Necessity and Feasibility of Sports Clubs at Hubei Enshi College College

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**Abstract:** In recent years, the Chinese government has issued a series of documents, including the National Guideline for Teaching Physical Education Courses in Ordinary Higher Education Schools, the Basic Standards for Physical Education Work in Higher Education Schools, and the Opinions of the *State Council on Strengthening School Physical Education for the Overall Development of Students' Physical and Mental Health*. In response to these documents, colleges and universities in China have been actively promoting sports reform initiatives. This study uses literature review, Delphi method, and mathematical statistics to investigate the current situation of sports development on the campus of Hubei Enshi College, and to analyze the necessity and feasibility of sports club-based teaching. Specifically, the study focuses on the development of sports clubs at Hubei Enshi College, and examines the challenges and opportunities for reform. The study finds that the development of sports clubs at Hubei Enshi College lacks an efficient and complete organizational and management framework, and that the current teaching situation faces the dilemma of "one size fits all". In addition, the study identifies the lack of integration of teaching resources between the first and second classes, and the lack of branding effect of campus sports culture. The study concludes by providing feasible suggestions for the optimal development of sports clubs at Hubei Enshi College, in line with the university's educational philosophy of "establishing moral education, teaching students according to their abilities, and applying learning to practice".

**Keywords:** university sports club, current situation, necessity, feasibility

## Introduction

At the 20th Congress of the Communist Party of China, General Secretary Xi Jinping emphasized the importance of "a strong sporting nation and a healthy China," which highlights the new historical mission of sports in the new era. As the final link in the school sports chain, college PE education should grasp the policy direction in the new era. In this regard, Hubei Enshi College has included the reform of university sports clubs as a key feature in its 2022 university-level education and teaching research and reform project. The reform of university sports clubs is an effective exploration to overcome the challenges of sports work at Hubei Enshi College. In recent years, university sports clubs have become one of the popular forms of university sports reform. Under the guidance of the new era's policy, it is crucial for universities to gain a deeper understanding of the current situation of physical education in their schools and to explore practical and suitable university sports club models for their own schools.

## I. Literature Review

### Foreign Studies

A sports club is an organization that brings together individuals with similar interests in sports and physical activities, typically with the objective of promoting sports and physical activities among its members and providing them with opportunities to engage in their favorite sports activities<sup>[1]</sup>. It often serves as a platform for developing social connections and friendships among members who share common interests<sup>[2]</sup>. The primary objective of sports clubs is to promote sports and physical activities among their members, which also creates opportunities for social connections and friendships.

In recent years, many studies have been conducted to explore the benefits of sports clubs in various areas, including physical and mental health, as well as social and community development. For instance, Bostic et al. found that sports clubs play a crucial role in promoting physical activity and social connectedness among young people<sup>[3]</sup>. Similarly, van der Meer et al. found that sports clubs can be an effective platform for enhancing social integration and improving the quality of life among older adults<sup>[4]</sup>.

One study published in 2018 by Smith et al. examined the impact of a community-based sports club on physical activity levels and mental health outcomes among young adults. The study found that participation in the sports club was associated with increased physical activity levels and improved mental health outcomes<sup>[5]</sup>. Another study

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published in 2019 by Jones et al. explored the role of leadership in the success of community sports clubs. The study found that effective leadership was a key factor in the success of sports clubs, and that leadership training could be an effective way to improve the performance of sports club leaders<sup>[6]</sup>.

Furthermore, several studies have focused on identifying factors that contribute to the success and sustainability of sports clubs. For example, Hoekman et al. identified leadership, governance, and financial sustainability as critical factors in the success of sports clubs<sup>[7]</sup>. Similarly, van Tuyckom et al. highlighted the importance of volunteer involvement and community engagement in ensuring the sustainability of sports clubs<sup>[8]</sup>.

### Domestic Studies

In an article exploring the creation of a club model in university physical education, Zhu Yanxin points out that the development of society has not only impacted the professional skills learning of students in colleges and universities, but also the construction of students' physical education courses. Effective measures are proposed to improve the team building of university physical education teachers and increase students' attention to university physical education courses, in order to better promote the creation of the club model in university physical education<sup>[9]</sup>.

Wang Leilei believes that university physical education course clubs should be developed in the direction of standardization and flexibility to promote the overall improvement of students' physical quality and various abilities. At the same time, principles of process evaluation, scientific evaluation, encouraging evaluation, and diversified evaluation should be incorporated reasonably in the process of developing evaluation items and evaluation standards to implement comprehensive and scientific evaluation of club students and club teaching assistants<sup>[10]</sup>.

In a study on the reform path of Hubei university sports clubs from the perspective of resource integration, Guo Yuchan points out that the development model of university sports clubs in China is still immature and in the exploration stage. The main factor that restricts the reform process of university sports clubs is the lack of resources in terms of human, material, and financial resources<sup>[11]</sup>.

In summary, there is a wealth of research on university sports clubs at home and abroad, and the research on sports clubs in China has all been presented in recent years. The study of the current situation of university sports clubs in Hubei Enshi College and the analysis of their necessity and feasibility are of practical significance and prospective.

## II. Research Methods: Literature Method, Delphi Method, Questionnaire Survey Method, Mathematical and Statistical Method

This study conducted a literature review on university sports clubs through keyword searches of relevant domestic and foreign literature. In addition, interviews were conducted with the President of Enshi College in Hubei Province, the Dean of the School of Music and Sports, and the Director of the Academic Affairs Office to develop the research methodology. A survey of Enshi College students was conducted with 400 questionnaires distributed and returned, resulting in 384 valid questionnaires with a response rate of 96%. Data analysis was performed to build the theoretical and data framework for the paper. The writing has been polished to meet academic style, improving spelling, grammar, clarity, concision, and overall readability. If necessary, sentences have been rewritten.

## III. Research Findings and Analysis

In view of the current situation of the university physical education program at Hubei Enshi College, the need for a sports club was explored at the national policy level, the teaching level, and the campus culture level, respectively, and the feasibility analysis of the development of a university sports club was conducted based on the current situation.

### 3.1 Analysis of the Necessity of Sports Clubs at Hubei Enshi College

#### 3.1.1 National Policy Leads to Sports Clubs

China's higher education sports teaching has always adjusted policies with the development of society, keeping pace with the times and responding to the spirit of "developing sports and enhancing people's physical fitness". In 2006, the State General Administration of Sports and the Central Committee of the Communist Youth League issued the "**Decision on Launching National Sunshine Sports Activities for Billions of Students**", which proposed strengthening the construction of student sports clubs and sports clubs. In 2007, the State Council issued the "**Opinions on Strengthening Youth Sports and Enhancing Youth Physical Fitness**", which actively advocated and encouraged the creation of youth sports clubs and activity camps for youth sports clubs. In 2012, the Development and Reform Commission of the Ministry of Education issued the "**Notice on Several Opinions on Further Strengthening School Sports**", emphasizing the importance of actively encouraging the creation of youth sports clubs and organizing a wide variety of mass sports activities for students. In 2014, the Ministry of Education issued the "**Basic Standards for Physical Education Work in Higher Education Institutions**", emphasizing the importance of extracurricular sports activities and strengthening the construction of integrated curriculum models inside and outside the classroom. The General Office of the State Council issued the "**Opinions on Strengthening School Sports to Promote the All-round Development of Students' Physical and Mental Health**" in 2016, which concluded that schools should actively carry out sports training through the formation of sports teams, representative teams, clubs, and other forms. In 2017, the General Administration of Sports of China and the Ministry of Education stated in the "**Youth Sports Activities**

**Promotion Plan"** that the construction of youth sports clubs, student sports associations, sports interest groups, and other organizations in schools should be supported. In 2019, the General Office of the State Council stressed in the **"Outline for the Construction of a Strong Sports Nation"** that the construction project for young people's top talents should be implemented, and the construction of sports teams, club sports teams, and clubs with special characteristics in sports schools should be promoted. In 2020, the State General Administration of Sports, in its **"Opinions on Deepening the Integration of Sports and Education and Promoting the Healthy Development of Youth"**, stated that it would support the establishment of youth sports clubs in universities, schools, and colleges. In the **"Opinions on Comprehensively Strengthening and Improving School Sports in the New Era,"** the overall development goals of school sports are clearly stated, including "by 2022, the quality of physical education will be comprehensively improved, the effectiveness of education will be significantly enhanced, and the physical quality and comprehensive literacy of students will be significantly improved; by 2035, a diversified, modern and high-quality school sports system will be basically formed."

A literature review of the policy reveals that over the past decade, the Chinese government has placed sports in an important strategic position and has repeatedly emphasized the importance of creating sports clubs in school sports programs. This indicates that the creation of sports clubs is guided by national policies for campus sports. Strengthening the construction of public physical education courses in colleges and universities is an essential requirement for higher education institutions to fully implement national education policy, deepen school education and teaching reforms, promote innovative school education systems, and implement quality education.

### 3.1.2 Improving the "one size fits all" teaching dilemma

The university's public physical education course is a compulsory course in higher education and an important part of the talent training program. In a goal-oriented talent training program, schools need to cultivate socialist builders and successors with strong physical fitness. In addition to mastering one or two sports skills that can be used for a lifetime, the concept of lifelong physical education should be established for students. Prof. Yi Yinxiu, the Dean of the School of Music and Sports, states that University public physical education is not only to enhance students' physical health but also to cultivate students' sports spirit of "daring to struggle and never giving up" through physical education classes."

Most existing university physical education courses are divided into grades and sports, which often leads to a mix of students who are skilled in a single sport and those who have never been exposed to it, resulting in a "one size fits all" teaching approach. In the teaching process, care must be taken to meet the needs of both zero-based students, starting with basic technical movements, and students who are proficient and have already been exposed to the program. In the long-term, highly sophisticated students "cannot be challenged," while zero-based students "cannot keep up."

Furthermore, existing university public sports courses are usually conducted in the first and second semesters, with students allowed to choose their favorite sports each semester, reflecting the autonomy of students and the diversity of the curriculum. However, the re-selection system in each semester makes it difficult for teachers to reflect the continuous progression of teaching from the first semester to the fourth semester in the teaching process. As a result, the teaching effect is usually at the basic technical level, without deeper technical and tactical teaching. In the long run, teachers' motivation and sense of achievement in teaching are likely to decrease. The current situation of "one size fits all" teaching in university sports courses not only affects student learning, but also teacher teaching, as shown in the following table:

Table 1. Disadvantages of University Sports Classes as Perceived by Students

Content	Number of Students	Percentage
Inadequate level of guidance by teachers	23	5.98%
Shortage of sports facilities and equipment	56	14.58%
Unreasonable arrangement of teaching content	98	25.52%
Insufficient student autonomy in course selection	203	52.86%
Large differences in students' sports levels	367	95.57%

Always basic teaching	380	98.95%
Cannot learn practical skills	280	72.91%

The university sports club is not merely a sub-club of sports, but also a tiered teaching model within each sub-club that breaks down the constraints of class year to meet the varying physical literacy and individual learning needs of students. In university sports clubs, the goal is to develop one or two skills that will be of lifelong use to students, and the tiered teaching model is structured to manage students on a membership basis and teach them progressively from basic to intermediate, then to advanced, and finally to competition. This approach will not only help students develop the spirit of perseverance and completion, but also enable them to "learn to play" one or two sports skills. Moreover, teachers will be more goal-oriented in the teaching process and able to stimulate their passion for teaching, thus constantly promoting innovation in teaching methods.

### 3.1.3 The Restrictive Mechanisms of Sports Management on University Sports Development

The normal operation of sports clubs in universities encompasses not only the teaching and administration of public sports courses, but also the organization and management of extra-curricular sports and campus competitions. These activities provide crucial platforms for students to engage in sports, train sportspersons, and enhance their overall quality. The Academic Affairs Office and the Department of Physical Education are the primary bodies involved in the operation of public sports, while the University Youth League Committee and second-level colleges are involved in extra-curricular sports activities. The organization and management of campus competitions involve the Academic Affairs Office, the Department of Physical Education, and second-level colleges. However, the lack of communication between these departments has led to limitations in the distribution of sports resources. The sports operation mechanism in schools with such an organizational structure has resulted in the weakness of the systemic and holistic nature of school sports work due to the lack of interoperability between departments, faculties, and disciplines and the absence of a corresponding resource integration mechanism.

Moreover, in the actual teaching process, there are too many management-level attributes of students, leading to some students exploiting loopholes, particularly during major teaching activities and competitions, as the division of responsibilities is unclear, resulting in the speculative phenomenon of "lying on both sides."

Hubei Enshi College has initiated the "second classroom" program, which encourages teachers to provide after-school guidance to stimulate the learning atmosphere of students outside of the classroom. The program advocates training and achievement in the "second classroom." However, teachers, as the subject of teaching, are not directly involved in the various functions and can only disseminate and guide the "second classroom" through their students' performance in the classroom. This approach significantly impacts resource selection and fails to maximize the benefits of the second classroom. The essence of the "second classroom" is the extension of the university sports club. Thus, it is necessary to reconstruct the club management system to integrate its resources and enable the university sports club to operate more efficiently and orderly.

### 3.1.4 Creating a Campus Culture

Rich and diverse campus sports competitions are important initiatives in creating a campus sports culture and promoting the development of university sports. Under the guidance of the "*Opinions on Strengthening School Sports and Promoting the Overall Development of Students' Physical and Mental Health*," major colleges and universities can hold school-level sports games once a year, sports competitions within colleges from time to time, and sports jamborees within clubs according to sports items, among others. Through varied campus sports competitions, students are attracted to actively participate in physical exercise. Although Hubei Enshi College holds relatively more regular sports activities and sports competitions each academic year, the problem of a low number of competitions and formalization still prevails. With fewer competitions, there is less practice, and the disconnect between inside and outside the classroom causes university sports to be caught in a vicious circle of "learning, practice, and competition." Implementing university sports clubs can integrate inside and outside the classroom and avoid this disconnect.

Creating university sports clubs allows for the development of a unique campus sports culture and the brand effect of "Hubei Enshi College Cloud Sports." It is particularly important that university sports clubs guide students and teachers to use new media communication platforms such as the public website, ShakeYin, and Today's Headlines to share the voice and tell the story of sports in Enshi College. University sports clubs promote sports science comprehensively, from multiple angles and broad integration, creating a strong atmosphere for teaching and competition, knowledge transfer, and cultural construction. This enhances the appeal and influence of campus sports culture and puts into practice the campus sports culture of "no sports, no Ensi College."

### 3.2 Feasibility analysis of sports club development at Hubei Enshi College

Hubei Enshi College, in accordance with its research policy, aims to comprehensively implement the spirit of the 20th Party Congress. The college actively establishes moral education and promotes talent training innovation. It also focuses on constructing "four new" initiatives, building characteristic and advantageous majors and curriculum systems, and implementing special courses to achieve key tasks. To accomplish these goals, Hubei Enshi College utilizes high-quality teaching research to guide and drive teaching reform, comprehensively improve the quality of talent training, and organize work such as the 2022 Education Teaching Research and Reform Project. The college also ensures the support of research policies.

In its efforts to reform its teaching practices, Hubei Enshi College has conducted numerous special lectures aimed at promoting applied talent training models, enhancing the quality of first-class majors and "five types of golden courses," creating stimulating classrooms, and improving talent training capabilities. In 2021, for instance, the university hosted a seminar on "Building a First-class Major and a First-class Curriculum Based on the OBE Concept" and a teacher training workshop on "Application-based Curriculum Construction and Teaching Design Implementation." These initiatives are designed to further the concept of "student-centred, results-oriented, and continuous improvement," and improve the standard and quality of education and teaching at the university. The training programs have focused on developing course outlines, measuring and analyzing course objectives, and establishing student-centered and output-oriented course outlines with clear "tree" and "network" logical relationships that reflect the concept of accreditation, as well as implementing an evaluation system for continuous improvement. In particular, an assessment system for continuous improvement has been developed, with program objectives set, assessment methods and weights planned, evaluation criteria established, teaching and learning evaluations conducted, program objectives achieved calculated, and continuous improvement programs implemented. These initiatives demonstrate that the university is providing both macro and specific directions for the teaching reform of each discipline. The president of Hubei Enshi College mentioned in many occasions that the pedagogical reform of the University Sports Club, as a characteristic course construction, was a key project that must be completed with the strong support of the university's policy.

In terms of staffing, the physical education teachers at Hubei Enshi College form a very young team, with an average age of 30 years old. 90% of them hold a master's degree, and another 10% are national-level coaches in relevant specialties. Nearly half of them are currently pursuing a PhD. In terms of professional skills, the teachers possess solid technical expertise, which ensures the teaching of the three major and three minor sports as well as common sports. Moreover, the young teaching staff can keep up with the trend of the times. More than half of the serving teachers have studied abroad and have visiting experience in countries like the UK, USA, and the Philippines, etc. The university offers programs that are in line with international sports, such as American native rugby, bridge in the UK, the Filipino traditional sport of nunchuck, and Frisbee, which is popularly promoted and developed in Japan. These new international sports are well-received among the students. As Hubei Enshi College is situated in the Enshi Tujia and Miao Autonomous Prefecture, an area rich in non-traditional cultural sports, the school actively involves respected local ethnic sports heirs and coaches to develop traditional ethnic sports like high-footed and cricket. These diverse sports provide students with a range of choices and respond fully to the new era of student-oriented education.

## IV. Conclusions and Recommendations

The development of sports clubs at Hubei Enshi College lacks an efficient and complete organizational and management framework, and the layered teaching model of sports clubs is not clear enough. The teaching situation faces the dilemma of "one size fits all", and the teaching resources of the first and second classes are not integrated. Additionally, the campus sports culture lacks a branding effect. These shortcomings must be addressed to improve the current situation of physical education at Hubei Enshi College. The university has been actively involved in macro-regulation, training, and competitions, as well as changing the philosophy of education, which has created a good foundation for the development of sports clubs and made it feasible for the creation of university sports clubs.

In essence, the deepening and exploration of the club-based teaching model in the university physical education classroom has strong theoretical implications for improving the quality of teaching in university physical education courses, enhancing students' physical fitness, and establishing the concept of lifelong physical education. The study of the Hubei Enshi College sports club-based teaching model has strong practical implications for the further optimization of the school's sports resources and sports management system, the exploration of the potential of physical education teachers, and the ideological and political functions of physical education courses.

To address the issues mentioned above, the study recommends the following actions:

1. Develop an efficient and complete organizational and management framework for sports clubs.
2. Clarify the layered teaching model of sports clubs.
3. Address the "one size fits all" dilemma in teaching.
4. Integrate teaching resources for the first and second classes.
5. Establish a branding effect for the campus sports culture.

Through the implementation of these recommendations, Hubei Enshi College can improve the quality of teaching in physical education courses and establish a culture of lifelong physical education. This will optimize the school's sports

resources and sports management system, unlock the potential of physical education teachers, and further the ideological and political functions of physical education courses.

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