

Chengdu High School Soft Volleyball Promotion Study

-- A Case Study of H High School

Siyu Li*

School of Physical Education, Southwest University, Chongqing 400715, China

*Corresponding author email: 1823400010@qq.com

ABSTRACT

Soft volleyball possesses rich technical and fitness values, is practical and economically safe, and is beneficial for the construction of campus sports culture. However, due to various constraints, its promotion within high school campuses is limited in scope and depth. This study analyzes the situation of soft volleyball promotion in a high school in Chengdu through questionnaires and observation methods. The survey results show that most students are willing to participate in soft volleyball, considering it both safe and conducive to social interaction and stress relief; however, some students have had little exposure to soft volleyball and even regard it as a waste of time. Although there are advantages to promoting soft volleyball, there are also certain limitations, requiring improvements in promotional methods. Despite the favorable conditions for promotion, there are also challenges. The conclusions suggest: 1. Incorporating soft volleyball into physical education classes to increase classroom diversity. 2. Increasing the amount of soft volleyball training during sunshine sports exercises. 3. Adding more professional coaches for soft volleyball. 4. Organizing soft volleyball competitions to promote a sports culture of "unity, friendship, and courage to challenge."

KEYWORDS

High School; Soft Volleyball; Promotion Research.

1. RESEARCH BACKGROUND

Soft volleyball is an indigenous derivative of volleyball in China. It is easy to learn, with variable intensity levels, minimal requirements for court rules and number of participants, and possesses strong competitive fitness and entertainment value, making it an ideal collective sport for widespread youth participation. The sport was introduced to Fujian Province in 1994 [1], and in 2010, it was included as a competitive event in the provincial games, providing a significant boost to its promotion [2]. Since 2017, soft volleyball has been introduced to this high school and incorporated into physical education courses. However, due to its late introduction, while it has flourished in universities where venues, participant bases, and facilities are well-developed, previous research has primarily focused on the promotion of soft volleyball in higher education institutions. Consequently, there is a lack of research on its promotion in high schools, which this study aims to address by examining the current state of soft volleyball promotion in high schools.

1.1. Research Objectives

This study aims to analyze the current state of soft volleyball promotion in the high school, identifying the existing problems and influencing factors. By doing so, it seeks to provide necessary theoretical recommendations for better development of soft volleyball in high schools, laying a solid foundation for the advancement of the sport.

1.2. Significance of the Study

1.2.1. Theoretical Significance

In recent years, to implement the spirit of the "Opinions of the CPC Central Committee and the State Council on Strengthening Youth Sports and Enhancing the Physical Fitness of Young People," and to comprehensively promote the Sunshine Sports Movement across the country, there has been a focus on researching the important role of new sports activities in the physical and mental development of young people. The popularization of soft volleyball in primary and secondary schools increases participation, fosters lifelong sports awareness, abilities, and habits among students, and further implements the National Fitness Program Outline and promotes the development of quality education. It also deepens the fitness and entertainment effects of school sports, all of which hold significant importance.

1.2.2. Practical Significance

Soft Volleyball Promotion as a Feature of Campus Sports Culture.

As an emerging sport, soft volleyball aims to add a unique feature to campus sports culture. High School H has attempted to integrate it into curricula and extracurricular activities but has encountered limited success. Theoretically, including soft volleyball in these activities can make it part of the campus sports culture; however, its cultural value has not been fully explored or summarized. Therefore, this study aims to combine the spirit of high school campus sports culture to propose effective recommendations for promoting soft volleyball, thereby realizing its practical significance.

Soft Volleyball Promotion as an Important Measure to Enhance Student Well-being.

The 1999 "Decision on Deepening Educational Reform and Promoting Quality Education" emphasized the goal of cultivating well-rounded socialist citizens. The promotion of soft volleyball helps improve students' psychological, physical, and social qualities. Based on feedback from students at High School H, this study aims to provide practical suggestions for the promotion of soft volleyball in high schools, supporting the development of quality education.

2. REVIEW

2.1. Definition of Core Concepts

Soft volleyball is a form of volleyball derived from the traditional six-player volleyball game. Its ball is large, light, and made of soft material, offering a good feel during play and reducing the risk of injury. The sport is characterized by its slow ball flight speed, smaller competition area (12m long and 6m wide), and lower net heights (2m for men and 1.8m for women), making it highly competitive yet accessible [3].

2.2. Related Research at Home and Abroad

Previous researchers have conducted extensive studies on the promotion of soft volleyball in schools. In "Feasibility Study of Establishing Soft Volleyball Clubs in Guangxi Universities," it is noted that factors limiting the promotion of soft volleyball include issues such as venue equipment, investment

funds, management, and faculty resources [4]. Duan Zhenqing's "Research on the Development of Soft Volleyball Competitions in Guangxi Universities" proposes new ideas for development, including promoting soft volleyball through national fitness campaigns, integrating it into university PE courses to attract more students, and including it in campus sports competitions [5]. Feng Zhiqiang's "Study on the Current Status of Developing School-Based Physical Education Courses in High Schools in Changsha" emphasizes the importance of personalized education, suggesting that attention should be paid to individual student differences and unique needs [6]. Li Yang's "Research on Soft Volleyball Teaching in Senior High Schools in Changde City" analyzes factors affecting the implementation of soft volleyball teaching in Changde senior high schools and proposes corresponding strategies [7]. Dong Jianwei's "Feasibility Study on Introducing Soft Volleyball Courses in Shandong Senior High Schools" explores the feasibility and existing issues of introducing soft volleyball courses in Shandong senior high schools, providing reference points for the promotion of the sport in the region [8].

2.3. Summary of Research

In summary, previous research indicates that soft volleyball has fitness, entertainment, and social values, complementing the limitations of hard volleyball. While soft volleyball has been widely adopted in many areas, especially in universities, its implementation in middle schools remains limited. Therefore, this study focuses on the promotion of soft volleyball in middle schools, aiming to identify influencing factors and propose relevant strategies.

3. RESEARCH OBJECTS AND METHODS

3.1. Research Objects

The subjects of this study are the promotion of soft volleyball in High School H in Chengdu. The survey includes 160 students across different grades: 57 from Grade 1, 61 from Grade 2, and 42 from Grade 3, comprising 82 female and 78 male students.

3.2. Research Methods

3.2.1. Literature Review Method

Relevant materials were collected using platforms such as CNKI, Chaoxing Electronic Books, and Southwest University Library to explore the feasibility of the topic theoretically, providing a basis for the research and design.

3.2.2. Questionnaire Survey Method

A questionnaire titled "Current Status of Soft Volleyball Promotion in High School Campuses" was designed and distributed to 160 students. Out of these, 150 were returned, with a recovery rate of 93.75%. Of the returned questionnaires, 145 were valid, yielding an effective rate of 96.6%. Reliability analysis using SPSS software showed a Cronbach's alpha coefficient of $\alpha = 0.83$.

3.2.3. Statistical Analysis Method

The raw data from the survey questionnaires were entered into a computer, and statistical analysis tools such as EXCEL and SPSS were used to process and analyze the data, generating relevant information and charts.

3.2.4. Observation Method

Having attended High School H, the researcher participated in various sports activities and later engaged in soft volleyball activities, gaining a deep understanding of the promotion of soft volleyball in the school.

4. RESEARCH RESULTS AND ANALYSIS

4.1. Basic Current Situation

4.1.1. Acceptance of Soft Volleyball

Among the students who participated in the questionnaire survey, 88% prefer soft volleyball as a form of physical exercise, while only 12% prefer traditional hard volleyball. These data indicate that the majority of students are willing to participate in soft volleyball, with only a small portion preferring regular hard volleyball, suggesting that soft volleyball is more popular.

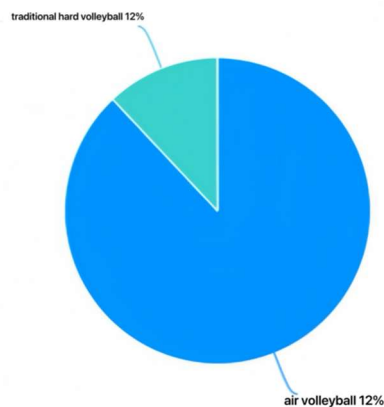


Fig.1 The proportion of students choosing regular hard volleyball and air volleyball

4.1.2. Can it Promote Interpersonal Communication

76% of students believe that soft volleyball can promote interpersonal communication among middle school students; 20% think that it might promote interpersonal communication, while 4% believe that it cannot promote interpersonal communication at all. The above data indicates that most students believe that soft volleyball can facilitate interpersonal communication, with only a minority not recognizing its ability to do so.

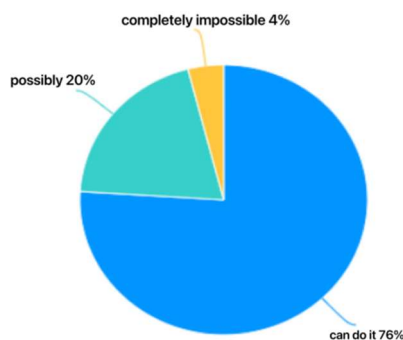


Fig.2 Percentage of Students' Views on Whether Volleyball Promotes Interpersonal Communication

4.1.3. Interest in Soft Volleyball

12% of students feel that promoting soft volleyball on campus is a waste of time; 84% of students believe that the promotion of soft volleyball can help in stress relief; 68% of students express interest in participating in soft volleyball activities; and 44% of students indicate that they are very willing to

participate in soft volleyball. The above data indicates that most students view soft volleyball as a means of stress relief, while a minority consider participating in soft volleyball a waste of time.

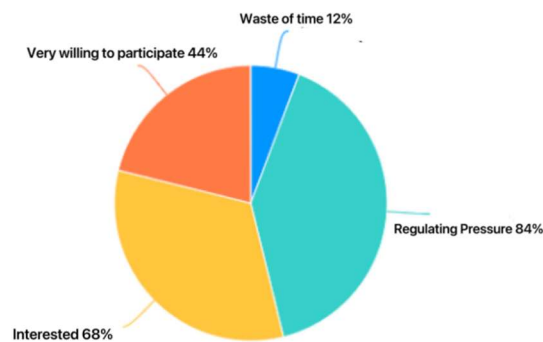


Fig.3 Students' Opinions on Promoting Soft Volleyball in High School Campuses by Percentage

4.1.4. Cultivation of Sportsmanship

100% of students believe that soft volleyball helps cultivate a spirit of unity, friendship, cooperation, and mutual benefit; 80% believe that it fosters a spirit of daring to compete and being brave in facing challenges; and 72% believe that it aids in developing a spirit of diligent practice and strong will. The above data indicates that the majority of students believe that soft volleyball embodies the sportsmanship of unity, friendship, cooperation, and mutual benefit.

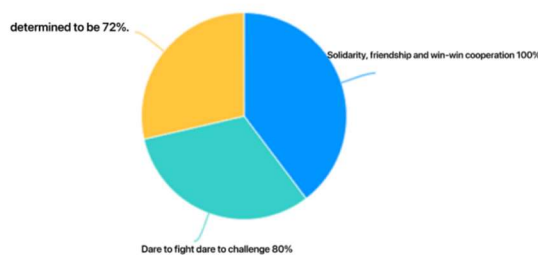


Fig.4 Students' Views on the Specific Sportsmanship Values Embodied by Soft Volleyball by Percentage

4.1.5. Frequency of Participation in Soft Volleyball

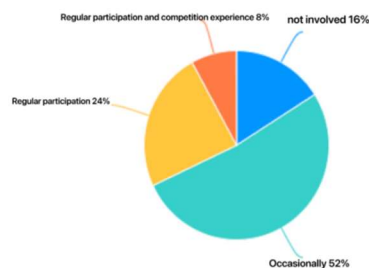


Fig.5 Students' Frequency of Participation in Soft Volleyball by Percentage

52% of students indicate that they occasionally participate in soft volleyball activities; 24% say they frequently participate in soft volleyball activities; 8% of students say they frequently participate in soft volleyball activities and have competition experience; 4% indicate that they have never

participated in soft volleyball. The above data indicates that most students do not frequently engage in soft volleyball, suggesting that the depth of promotion needs further examination, and a portion of students do not participate in soft volleyball at all.

4.2. Favorable Conditions for Promoting Soft Volleyball in High School Campuses

Through observation, we identify the favorable conditions for promoting soft volleyball in high school campuses as follows: ease of learning for high school students, positive impact on physical and mental health, and the promotion of sports culture within the campus. Specific analyses are provided below:

4.2.1. Ease of Learning

Soft volleyball, due to its lightweight design (approximately 100-120 grams, circumference of 79-85 centimeters) and soft plastic material, is easy for high school students to learn. It is safer and less likely to cause injuries compared to standard volleyballs, and the rules are simplified, making it suitable for mixed-gender teams. This sport can be easily organized during breaks from academic classes, whether for simple two-person rallies or five-a-side matches.

4.2.2. Positive Impact on Physical and Mental Health

Soft volleyball effectively exercises the entire body and improves coordination. Students at H High School show great interest and enthusiasm when participating in soft volleyball, enhancing their physical agility and reaction times, which helps them stay energetic in class.

4.2.3. Promotion by Campus Sports Culture

Campus sports culture encourages student participation in sports, aiding the promotion of sports like soft volleyball. Emphasizing teamwork and friendly competition, soft volleyball aligns with the spirit of unity and friendship advocated by H High School, fostering communication and collaboration among students, enhancing class cohesion, and showcasing the charm of sports. With improvements in sports competition systems and increasing public health awareness, the development of soft volleyball in schools receives more support.

4.3. Constraints on Promoting Soft Volleyball in High School Campuses

Through observation, we identify the constraints on promoting soft volleyball in high school campuses as follows: higher physical requirements for facilities, lack of student familiarity and low participation, and higher venue requirements. Detailed analyses are provided below.

4.3.1. Higher Physical Requirements for Facilities

The net height and larger playing area of soft volleyball need adjustments based on participants, which can be cumbersome for high schools. If students are not physically suited for the sport, it may reduce the number of offensive and defensive exchanges, affecting the fun and appeal of the game. However, offering soft volleyball as an elective enriches the content of PE courses and increases students' interest in physical education.

4.3.2. Lack of Student Familiarity and Low Participation

Although the rules of soft volleyball are similar to those of traditional six-player volleyball, many students are unfamiliar with proper positioning and hitting techniques. There are fewer soft volleyball classes, resulting in limited participation, particularly among male students. Daily participation mainly occurs in PE classes and a few self-organized activities.

4.3.3. Higher Venue Requirements

Due to its light material (foam), soft volleyball requires indoor venues during rainy or windy weather. H High School has only two outdoor traditional volleyball courts, which cannot be used during rain,

and the small distance between courts limits simultaneous participation. The lack of dedicated soft volleyball venues affects students' experience and skill acquisition.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

By employing literature review, surveys, statistical methods, and observation, we studied the promotion of soft volleyball at H High School in Xinjin County and found:

- (1) Most students accept soft volleyball more than hard volleyball, but actual participation is low. Some students hope to relieve stress through the sport, while others are unfamiliar with it or unwilling to participate.
- (2) Favorable conditions for promotion include: ease of learning, attracting student interest as a new sport, benefiting physical and mental health, and being supported by campus sports culture.
- (3) Challenges include: monotonous teaching methods, limited participation, high organizational difficulty (such as adjusting net heights), insufficient course offerings, and restricted venues.

5.2. Recommendations

Based on our findings, we propose the following recommendations:

- (1) Increase Competitions and Games: Regularly organize small-scale exchange competitions and soft volleyball games, especially during spring or winter school sports meets, encouraging teachers and students to participate together.
- (2) Enhance Publicity Efforts: Strengthen the promotion of soft volleyball, integrating it into campus sports culture. Promote soft volleyball through the Sunshine Sports Exercise Program, increasing activity duration to boost student interest.
- (3) Improve Teaching Facilities and Faculty: Utilize existing venues such as badminton courts for soft volleyball training, adding relevant courses to attract students, especially males. At the same time, cultivate a diverse teacher team to provide comprehensive teaching support.

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