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碩士論文

Master's Thesis

台灣國小學童體育參與之研究.

Taiwanese Primary School Students' Sport Participation

Student: Vostroknutova Irina 費艾琳

Advisor: Der-yuan Wu, Ph. D

中華民國 110 年 6 月

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Abstract.

The research of this paper was designed to investigate the level of elementary school students' involvement in physical activities, and find out the factors responsible for the hypothetical low levels of participation in physical activities. The research begins with the pros and cons of exercise and physical activities for all ages, then narrows the researched age of students down to 6-12 year old elementary school students. The overall situation of physical activities in Taiwan is investigated further, following up on the government's response to the problem. As such, my working hypothesis is that there are many factors responsible for the lack of sports participation among children in Taiwan, including personal abilities, social influences and the availability of opportunities. By addressing these factors together, sport participation can be improved. I support my understanding of this issue with the findings from the annual report from the Sport Administration of the Ministry of Education, giving an opportunity to prove or disprove the hypothesis with the further investigation of the problem. The reason for lack of free time among elementary school students seems to be the most important one, linking the hypothetical connection to the popularity of cram schools in the area. The solution of the problem lies in combining both education and exercise, and creating awareness of the problem, by promoting sport clubs and physical activities.

Key words.

Children, Physical activity, sport, elementary school children, free time, motivation, mental health, shadow education

Abstract.

本研究調查台灣國小學童體育休閒活動參與現況並找出導致體育活動參與程度低的假設因素。研究關注普通休閒運動利弊，然後特別觀看研究（6-12 歲）年齡段的國小學生。進一步調查台灣體育活動的總體情況，並跟進政府對這一問題的反應。因此，我的工作假設是，台灣兒童缺乏運動參與的原因有很多，包括個人能力，社會影響力和機會的可用性。通過一起解決這些因素，可以提高和鼓勵體育參與度。我用教育部體育署年度報告中的發現來支持對這一問題的理解，並有機會通過對該問題的進一步調查來證明或反駁這一假設。小學生似乎最大的原因是缺乏空閒時間，鏈接我的工作假設到小學生下課時間都在補習班。如果可以透過與補習班的合作使運動普及化,可以解決缺乏空閒時間該問題。解決該問題的方法是將教育與運動結合起來，並通過促進體育俱樂部和體育鍛煉來提高對這一問題的認識。

Key words.

兒童，體育活動，體育，小學生，空閒時間，運動，心理健康.

Table of contents.

Table of contents.	i
List of tables.	ii
Chapter 1. Introduction	1
1.1. The motive and purpose of the study	1
1.2. Purpose of study	2
1.3. Background of the issue	3
Chapter 2. Literature review and Framework	5
2.1 Sport and physical activities, pros and cons	7
2.3 Sport in Taiwan	14
2.4 Conceptual Framework	19
2.5. Distribution of free time for elementary school students in Taiwan	33
Chapter 3. Sport in Taiwan and government initiatives	34
Chapter 4. Findings based on quantitative data	41
4.1 Sports clubs. Sports Administration of the Ministry of Education	42
4.3 Cram schools and shadow education in Taiwan	69
4.4 Interview findings	80
Chapter 5. Conclusion	85
5.1. Synthesis of the findings	85
5.2. Suggestions, limitations and further studies.	90
Chapter 6. Bibliography	95
Appendix	99

List of tables

1. Table 1. The Percentage of Elementary School Students who are overweight or obese.	18
2. Table 2. Possible choices of extracurricular activities.	23
3. Table 3. Framework.	24
4. Table 4. The number of PE classes per week for students of all ages and distribution by gender.	44
5. Table 5. The number of PE classes per week for students of all ages and distribution by gender.	45
6. Table 6. The percentage of students' attitude towards physical education classes at all levels. School year 2018	45
7. Table 7. The percentage of students participating in school sports clubs at all levels. 2018	46
8. Table 8. The percentage of elementary school students participating in school sports clubs. 2003-2018	47
9. Table 9. The number of students participating in school sport clubs. Distribution by genders.	48
10. Table 10. The reasons for students at all levels of school not participating in sports clubs.	49
11. Table 11. The reasons for students at all levels of school not participating in sports clubs. Distribution by genders.	49
12. Table 12. The percentage of elementary school students participating in off campus sport clubs. 2012-2018 school years	53
13. Table 13. The percentage of middle school students participating in off campus sport clubs. 2012-2018 school years	53
14. Table 14. The percentage of high school students participating in off campus sport clubs. 2012-2018 school years	54

15.Table 15. The percentage of college and university students participating in off campus sport clubs. 2012-2018 school years	54
16.Table 16. The main reasons that affect students' participation in sports at all levels. 2018 school year	55
17.Table 17. The main reasons that affect students' participation in sports at all levels. Distribution by gender. 2018 school year	56
18.Table 18. The main reasons that affect students' participation in sports at all levels. 2016 school year	57
19.Table 19. Reasons depriving from exercising of elementary school students.	58
20.Table 20. Preferences in collective exercise during the school year. School year 2016	59
21.Table 21. Preferences in collective exercise during winter vacation. School year 2016	59
22.Table 22. Preferences in collective exercise during summer vacation. School year 2016	60
23.Table 23. The number of days students exercise during summer vacation. School year 2018	62
24.Table 24. The number of days students exercise during winter vacation. School year 2018	62
25.Table 25. The number of days students exercise during summer vacation. School year 2018	63
26.Table 26. The percentage of students at all level types of commutes to school. School year 2018	64
27.Table 27. The numbers and the percentage of the facilities within schools.	64
28.Table 28. Sports involvement framework. Conclusion.	66
29.Table 29. The number of cram schools in Taiwan. Search in Mandarin Chinese	70

30. Table 30. The number of cram schools in Taiwan. Search in English.	70
31. Table 31. The number of cram schools in Taiwan of all types.	71
32. Table 32. Cram school involvement framework. Conclusion.	78



Chapter 1. Introduction

1.1. The motive and purpose of the study.

Nowadays, people all over the world are experiencing a lack of physical activities and sport participation. Not only adults, but also children don't have an efficient physical activity. According to the World Health Organization, 80% of children all over the world between the ages of 11 and 17 aren't physically active enough. WHO suggests that children and adolescents aged 5–17 “should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week.”¹ Followed with physical activity that “strengthens muscle and bone, at least 3 days a week.”² During my previous research and personal observation, I came across the issue that children in Taiwan have the same problem as children all over the world. In my paper I will investigate this problem, research if the problem occurs in Taiwan, support it with the evidence from the annual reports from the Sports Administration of the Ministry of Education, and conduct an interview with the private sport organization.

¹ The World Health Organization website <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (accessed July 18, 2021).

² The World Health Organization website <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (accessed July 18, 2021).

1.2. Purpose of study

The purpose of the study is to investigate if elementary school children in Taiwan have sufficient exercise time and what are the factors responsible for the hypothetical lack of sport participation among children in Taiwan and how can the situation be improved. In my paper I use the term physical exercise as a compound term for vigorous physical activity that is performed through both organized and non-organized sport. I narrow down the age of the children to the elementary school children in Taiwan, whose age varies from 6 to 12 years old. The main purpose of study lies in the last chapter, where with the help of the research I can highlight the key barriers of insufficient activity and come up with the possible suggestion in improving the situation, which can be used by either government, or private organizations. I aim to create a platform for further study and more detailed research, which might help both kids, parents and organizations.

1.3. Background of the issue

The problem of lack of sport participation among young children is a common problem worldwide. There are a great number of scholars researching the problem and coming up with suggestions. It is socially accepted that sport brings benefits to growing organisms of children, however there are barriers for both children and their parents of being involved in sports activities. The barriers can be studied on the global scale and there are barriers peculiar to the specific areas and countries in the world.

There is a great amount of literature devoted to sport participation in English, that covers different fields of research: sports and society, sports psychology, sports science, etc. Only a “google scholar” search on “sport” provides 3,8 million results on the topic. Unfortunately, conducting research about Taiwan doesn't provide a wide literature source in English that is devoted to the topic of my research: Taiwanese primary school children's sports participation. The main research topics touching sport are orientated on the themes of national identity and nationalism, gender representation in elite sports, and the minority issues in sports. There are not many articles covering the issue of lack of sport involvement in Taiwan, therefore it will be interesting to look closer to the problem and find out the factors that influence sport participation in Taiwan.

Research question: What is the overall state of Taiwanese youth in sport participation? Is it sufficient? If not, what are the main barriers to sport participation and how can the situation be improved?

Elementary school students all over the world have similar time divisions and everyday chores and activities that can be simply divided into in school and out of school time. In my research, I attempt to

understand Taiwanese youths' level of sport involvement, therefore I will take a closer look into free time activities of children in Taiwan, following the numbers of sport clubs, number of children that are involved, the number of cram schools and the number of children involved in them. I will then strive to find and analyze the evidence of the motivational factors impacting both children and parents towards participation or non-participation in either of them.



Chapter 2. Literature review and Framework

Sport and physical activities are an inseparable part of everybody's life. Physical activities have a beneficial impact on people's life, along with having disadvantages. Children in Taiwan and all over the world spend a significant amount of time in schools, where they receive a number of physical activities through PE classes. Schools offer physical education (PE) classes and a vast amount of sport clubs. There are many choices of private sport clubs, active hobbies and leisure activities. My purpose in this thesis paper is to investigate if elementary school students engage in a sufficient amount of physical activities and if not, discover the reasons or the barriers affecting their lack of participation.

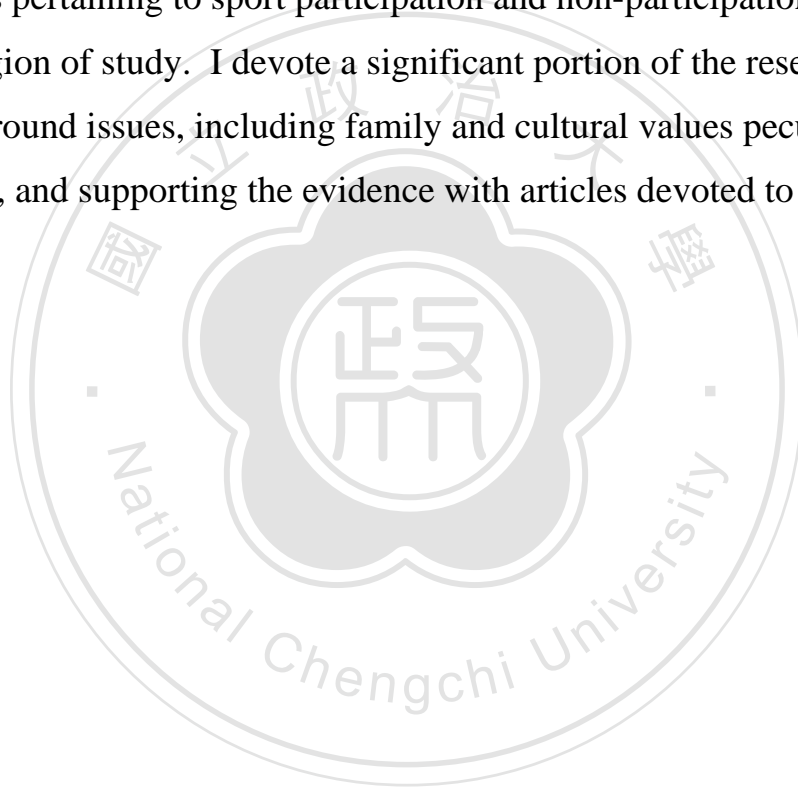
The number of school PE classes doesn't cover the necessary amount of physical activities recommended by the World Health Organization, therefore it comes down to the choice of extracurricular activities for children. Sport and physical activities have a number of benefits for physical health and for psychological health of human beings of any age, but they can be beneficial as long as they are taught, guided, practiced correctly ³. It is important to pay attention to Taiwan's peculiarity as one of the countries in East Asia with its culture of devotion towards education. There are a great number of students involved in cram schools, leaving children without the choice of organizing their own spare time. I find the significance of shadow education to be the biggest barrier in organizing children out of school

³ Goudas, Marios, et al. "The Effectiveness of Teaching a Life Skills Program in a Physical Education Context." *European Journal of Psychology of Education*, vol. 21, no. 4, 2006, pp. 429–438.

Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017.

time. There are positives and negatives in cram schooling in Asia as well in the rest of the world that are worth investigating.

Sport as a research subject is relatively young, however there are a great number of scholars studying the field of sport from different perspectives. In my thesis I focus primarily on sport's psychology and sociology: I study the role of sport in society and the factors that support or prevent the development of sport, the pros and cons of sports involvement from a psychological point of view, and investigate the factors pertaining to sport participation and non-participation peculiar for the region of study. I devote a significant portion of the research to the background issues, including family and cultural values peculiar to the region, and supporting the evidence with articles devoted to the topic.



2.1 Sport and physical activities, pros and cons

There are a great number of scholars who dedicated their research on physical education, sport, widely discussing its advantages and disadvantages for both children and adults. Physical activity and sport are an inseparable part of everybody's life. It is especially important for children to maintain a regular physical activity for better development of the body and prevention of health problems later in life. Physical activities and sport have their advantages and disadvantages, which can either benefit or harm the health of the individual.

In order to get a better understanding of the advantages and disadvantages of sport it is important to define and differentiate the concept. Jay Coakley gives a definition of sports as “sports are physical activities that involve challenges or competitive contests”⁴. A great number of physical activity among children lies in sport, both organized and non-organized. The World Health Organization defines physical activity as “any bodily movement produced by the skeletal muscles that uses energy. This includes sports, exercise and other activities such as playing, walking, doing household chores or gardening.”⁵ It is important to distinguish the terms of “physical activity” and “physical inactivity” as separate terms, they both have high value in society, they are not mutually exclusive, and there are a great number of children who are physically active, but also possess a high sedative lifestyle.

There is a vast amount of both advantages and disadvantages of physical activities and sport, where the disadvantages exceed with the excess of the intensity of physical activities, which transform into professional sport.

⁴ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.6

⁵ The World Health Organization website <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (accessed July 18, 2021).

Many scholars assume that sport is initially beneficial, but Jay Coakley points out that the first sport is neutral, it doesn't come with advantages and disadvantages. The same thought is supported by Steven Danish and colleagues “Being on the field or the court does not contribute to positive youth development. It is the experience of sport that may facilitate this result.”⁶ Sport can be made and guided to be beneficial for body and mind, it can also harm with inappropriate guidance.

It is a well-known fact that regular physical activities provide a range of physical and mental health benefits for people of all ages. They include “reducing the risk of disease, managing existing conditions, and developing and maintaining physical and mental function.”⁷ There are a great number of scholars, writing about health benefits from sport. From a physiological point of view, the benefits of physical activities are undeniable. Stephen Robson and Jim McKenna in the book *Sports Development: Policy, Process and Practice*⁸ distinguishes the concepts of “health” and “fitness” as separate terms, saying that “The distinction between fitness and health is an important one. It is most useful to think of fitness as a component of health, with ‘health’ as an all-embracing term used to describe the individual’s overall well-being.” They state that fitness is an important component of health and fitness level can be exercised and increased which increase the health benefits respectfully. Stephen Robson and Jim McKenna in the chapter “sport and health” in the book *Sports Development: Policy, Process and Practice* list a large range of benefits from participating in physical activities with the major ones including: “Reducing the risk of coronary heart disease by up to

⁶ Goudas, Marios, et al. “The Effectiveness of Teaching a Life Skills Program in a Physical Education Context.” *European Journal of Psychology of Education*, vol. 21, no. 4, 2006, pp. 429–438.

⁷ UK Chief Medical Officers' Physical Activity Guidelines. Published 7 September 2019. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf (accessed July 18, 2021).

⁸ Bramham, P., Hylton, K., Bramham, P., Hylton, K., & Jackson, D. (Eds.). (2007). *Sports Development: Policy, Process and Practice* (2nd ed.). Routledge. 2007 p.164

50 %; helping to control blood pressure; helping to maintain strong muscles and healthy joints; enhancing sleep quality and quantity; controlling weight.”⁹ It is obvious that sport brings physical benefits to and improves the quality of a person's life. Physical benefits are also supported by psychological benefits including:” stress reduction, work productivity, subjective wellbeing and increased opportunities to develop social capital through socializing, personal and community development.”¹⁰

There are specific health related recommendations for physical activity for people of different ages. According to “UK Chief Medical Officers' Physical Activity Guidelines” children of age 5-18 years old are recommended to have 60 minutes of physical activity per day in order to maintain a healthy lifestyle. “Physical activity is associated with better physiological, psychological and psychosocial health among children and young people” ¹¹

Organized physical activities can be beneficial for young children and their development. From a physiological point of view, physical activities are supporting a healthy development of the body and building the muscles from a young age, the possibility to learn about their body construction and control abilities, learning about injuries and their prevention. Whether psychological, it can bring a number of benefits, if it is organized correctly. They can benefit the psychological well-being of an individual, develop self-esteem, positive social relationships, and wellbeing, and “provide a context for adolescents to develop their identity and explore their emotions.”¹² Sport can be used as a tool in achieving

⁹ Ibid. p.168

¹⁰ Bramham, P., Hylton, K., Bramham, P., Hylton, K., & Jackson, D. (Eds.). (2007). *Sports Development: Policy, Process and Practice* (2nd ed.). Routledge. 2007 . p.168

¹¹ UK Chief Medical Officers' Physical Activity Guidelines. Published 7 September 2019. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf (accessed July 18, 2021).

¹² Holt, N. (Ed.). *Positive Youth Development through Sport*. (2nd ed.). Routledge. 2016

different goals, depending on which goal it is orientated: “Sport provides an ideal vehicle for individuals to express themselves in a variety of ways. Playing sport and affiliation to a club or team offer tremendous opportunities for improved self-esteem, socializing and community identity.”¹³

Another aspect of sport benefits is that sport can be used as a tool in achieving goals in education, socialization, dealing with social issues etc. As it was mentioned above, if guided in a specific direction it can be beneficial in different aspects, if the purpose of sport is highlighted in the program it can be used to benefit students. “It is believed that the skills need to be learnt through sport, while learning the sport” In other words, there has been a call for an “education through the physical” as opposed to an “education of the physical” orientation. As Siedentop (1980) has distinguished these two orientations, the latter has physical fitness and skills as its primary goal; the former has general education as the primary goal.”¹⁴

Sport has many benefits to health, however sport is not always beneficial. The first and the most important one is risk of injury in sports. Injuries in youth and children's sport are specifically important, because injuries suffered in the early years of life may have profound long-term consequences later in life. Evan James, Roald Bahr and Robert F. LaPrade in the chapter “Youth sport, health and physical activity” of the book *Routledge Handbook of Youth Sport* divide injuries in separate categories: - “Injuries in sport can be caused by a traumatic event, or repetitive event of micro trauma, which lead to severe injuries, or -

¹³ Bramham, P., Hylton, K., Bramham, P., Hylton, K., & Jackson, D. (Eds.). (2007). *Sports Development: Policy, Process and Practice* (2nd ed.). Routledge. 2007 p.170

¹⁴ Goudas, Marios, et al. “The Effectiveness of Teaching a Life Skills Program in a Physical Education Context.” *European Journal of Psychology of Education*, vol. 21, no. 4, 2006., p.430

chronic injuries.”¹⁵ Thus, the authors define chronic injuries stating that they are “common as young athletes increasingly specialize in one sport year round. In cases of chronic injury, subclinical micro trauma builds over time without adequate time to heal, leading to a situation where the athlete is at an increased risk for injury.”¹⁶ The other type of injuries are acute exacerbation of medical conditions such as heat strokes, asthma, congenital cardiovascular disease, which can lead to injuries or even death of a young athlete.

It was mentioned in the article “Physical Activity and Sports—Real Health Benefits: A Review with Insight into the Public Health of Sweden” that “sport is a double-edged sword regarding effects on health”¹⁷ Sport and physical activities can bring both positive and negative effects both for physical and mental health of the participants. Along with the physical health risks there are psychological risks as well. If the process is not guided correctly, or affected by peer pressure and social circumstances, it can give an opposite outcome. It can lead to social problems, social anxiety, eating disorders, and burnouts, there is also a possibility of physical and mental abuse.¹⁸

Jay Coakley in his article “Youth Sports: What Counts as “Positive Development?”” argues that youth sport development programs do not have a de facto positive influence on youth. He says that the positive and negative outcome is dependent on many factors: “types of sport played; orientations and actions of peers, family, coaches, and program administrators; norms and culture orientated with specific sport; socially significant characteristics of sport participants; Material and

¹⁵ James, Bahr, LaPrade *Routledge Handbook of Youth Sport. Chapter 36 Youth sport, health and physical activity.* Routledge, 2018. p.392

¹⁶ Ibid.

¹⁷ Malm, Christer, et al. “Physical Activity and Sports—Real Health Benefits: A Review with Insight into the Public Health of Sweden.” *Sports*, vol. 7, no. 5, 2019, p.127

¹⁸ Ibid

cultural contexts under which participation occurs; social relationships formed in connection with sport participation; meanings given to sport and personal sport experiences; manner in which sport and sport experiences are integrated into a person's life; changing definitions and interpretations of sport experiences that occur during the life course"¹⁹ In other words, the benefits can be extracted from sport in different aspects and factors that are mentioned above, as well as ignoring the factors that might lead to the negative outcomes.

The scholars that were mentioned before highlight the fact that sport can be beneficial, if it is structured and guided appropriately. But in the case of sport involvement, I believe the fact of the intensity of sport participation cannot be ignored. If I was to divide sport involvement into three simple categories, they would be: participating only in PE lessons; leisure or recreational sport (extracurricular clubs and activities); and ending in professional sport. I think it is important to divide it this way, rather than participate vs not participate, as professional sport participation, in my opinion, has more disadvantages than recreational sport. In my paper I focus on leisure or recreational physical activities among elementary school students in Taiwan, as the main purpose of this paper is to investigate the level of involvement in the physical activities and find out the reasons why children don't participate in extracurricular clubs. In other words, this paper concentrates on the leisure sport, excluding elite and professional sport. Leisure and recreational sport, in its turn, can be also divided by the degree of the intensity, which can be driven by the parents and kids intentions and desires for the particular sport discipline. I will refer to it in Chapter 6. Suggestions, where I will

¹⁹ Coakley, Jay. "Youth Sports: What Counts as "Positive Development?"." *Journal of Sport and Social Issues*, vol. 35, no. 3, 2011, pp. 306–324.

mention the importance of defining the intensity level of the club, in order to meet both parents and students' expectations and help them to achieve their goals in choosing the project.

For the research and suggestions towards sport development it is important to keep in mind both advantages and disadvantages of physical activity, and to narrow down the peculiarities of physical activities due to the age difference. It is important to pay greater attention to school Physical Education classes and extracurricular physical activities as they form the majority of physical activity time for elementary school children. Usually elementary school children are more involved in physical activities than the youth, which is the peak age of drop outs from sports clubs. Therefore, injury prevention is a big field of research and education and awareness. There is a big part of physical education and motivation which lies on the shoulders of PE teachers, coaches and teachers at school.

It is important to keep in mind that physical activities in any of its intensity can be both beneficial and harmful, depending on the guidance and practicing the activity. For my paper I will not concentrate much on the quality of the PE classes and sport clubs yet, as I assume this to be the second step of the research problem. Only for the last chapter of the suggestion part, I refer to the importance of guidance and physical education, and highlight that sports activities can be beneficial if they are used right.

2.3 Sport in Taiwan

There are 2 main books I use for my framework background research. First one is a book from Jay Coakley *Sport in Society: issues and Controversies*, another one is *Routledge Handbook of Youth Sport*, which contains various articles from a great number of scholars on different issues of youth sport.

Chapters “Youth Leisure as the Context for Youth Sport” by Ken Roberts, and a separate article by Ken Roberts “The leisure of young people in contemporary society” are good introductory chapters to the book, talking about youth leisure time and sport as one of the choices of leisure activities. He is talking about its benefits and how it can harm some people in some situations. Jiri Zuzanek in chapter “Youths’ use of Time from Comparative, Historical and Developmental Perspectives” is talking about free time use; in chapter “Youth, sport and leisure careers” by David Haycock and Andy Smith the authors are talking about peculiarities of the age in choosing sport and career, they also highlight the importance of the environment in sports; the chapters about “Youth sport in Norway” by Ken Green, with the highest sport activity percentage in the world, especially more females than males, high numbers of youth sport participation in Japan from chapter “youth sport in Japan” by Atsushi Nakazawa and Aaron L. Miller, and “youth sport in China” Chen Xue Dong and Shushu Chen, give a worldwide perspective to youth sport and leave space for placing Taiwan in a comparative chart among those places. In this case the example of Norway can be shown as the highest standard, and comparison with China, Japan and Korea and Hong Kong. This regional comparison is motivated by similarity of culture, geographical situation, and climate similarity.

The majority of the literature devoted to sport in Taiwan covers the topics of nationalism, politics, through the perspective of professional and elite sport. Both *Playing in Isolation: A History of Baseball in Taiwan* and *Colonial Project, National Game: A History of Baseball in Taiwan* concentrated on the problem of nationalism and history of Taiwan and its sport participation and development.

As for leisure youth sports issues, the literature representation is rather small. The fundamental book that describes the history of baseball - the national sport in Taiwan is *Colonial Project, National Game: A History of Baseball in Taiwan* by Andrew Evan James, Roald Bahr and Robert F. LaPrade D. Morris, originally published in 2010. This book describes the history of baseball in a time sequence, related to the national problems in Taiwan. The big chapter “Team of Taiwan, long live the republic of China Youth Baseball in Taiwan, 1968–1969” is talking about the history and development of youth baseball on the island, the glory of the Little League baseball, and the value of sport on the local and national scale. I will use this chapter later as a reference of the strongest motivation in sport participation in Taiwan.

There is a very important article “Sport policy in Taiwan, 1949–2008: a brief history of government involvement in sport”²⁰ by Tien-Chin Tan ; Chih-Fu Cheng ; Ping-Chao Lee ; Ling-Mei Ko. This article is concentrated on the top down approach of the problem of sport participation in Taiwan. It gives a broad look on the youth sport situation in Taiwan, listing and reflecting on the sports systems changes during 1945–2008. The article was published in 2010, so it doesn’t cover the last years of the government involvement in the recreational sport in Taiwan.

²⁰ Tan, Tien-Chin, et al. “Sport Policy in Taiwan, 1949–2008: A Brief History of Government Involvement in Sport.” *International Journal of Sport Policy and Politics*, vol. 1, no. 1, 2009, pp. 99–111.

The latest policies of the government in my paper I follow from the official website of the Sport Administration of the Ministry of Education.

²¹ The government officials issue the annual reports every school year on the official website of the Sports Administration of the Ministry of Education, which I use in my further research.

The presence of the problem can be followed from the news articles on the internet. There is a “Results from Chinese Taipei (Taiwan)’s 2018 Report Card on Physical Activity for Children and Youth”²² saying that the overall fitness level of children and youth is low, the authors summarize their findings through the grade system, stating that the fitness level of children and youth in Taiwan gains the mark of B-, concluding that sedentary lifestyle predominant over the active one. There I also found a big number of news articles, highlighting the problem of exercising in Taiwan: “世界衛生組織調查：台灣 85% 青少年活動量不足，高於全球平均”，this article states that nearly 90% of girls in Taiwan do not exercise enough, and nearly 80% of boys : “台灣近 9 成青少女、近 8 成青少年運動量不足.就全球而言，2016 年活動量不足的 11-17 歲人口高達 81%，男生從 2001 年的 80% 降到 77.6%，女生則都在 85% 上下。不令人意外的，亞洲的青少年最需要動起來。台灣有 79.1% 的男孩與 89.8% 的女孩活動量不足，男孩比 2001 年降了 4 個百分點，女孩則差不多”²³; the same problem stated in the article “埋下健康未爆彈 世衛：8 成青少年運動不足”²⁴; “運動

²¹ Sports Administration, Ministry of Education in Taiwan official website <https://www.sa.gov.tw/English/PageContent?n=411> (accessed July 18, 2021).

²² Chang, Chen-Kang, and Ching-Lin Wu. “Results from Chinese Taipei (Taiwan)’s 2018 Report Card on Physical Activity for Children and Youth.” *Journal of Physical Activity and Health*, vol. 15, no. s2, 2018.

²³ News article. 黃敦晴, 2019.12.05. 世界衛生組織調查：台灣 85% 青少年活動量不足，高於全球平均 [www. parenting.com.tw](http://www.parenting.com.tw) <https://www.parenting.com.tw/article/5080815> (accessed July 18, 2021).

²⁴ News article. 蔡岳宏. 2019.11.27. 埋下健康未爆彈 世衛：8 成青少年運動不足 www.healthnews.com.tw

不足已成全球第四大致死因素”²⁵, “每天運動 60 分鐘 8 成青少年做不到”²⁶; “台灣兒少的活動量 世界排名末段班!”²⁷ Highlighting the failing physical activities time of school children in Taiwan, saying: “如果依照世界衛生組織建議的每週運動 420 分鐘, 台灣國小學生只有百分之 6 達標, 國中生百分之 5.4 有做到, 高中生也只有百分之 12 合格, 全部加起來平均不到百分之 20。”²⁸ The author of this article suggests that the reasons for insufficient activity times has to deal with the heavy load of school work and screen time. “台灣青少兒活動量偏低 國中生平均一天只活動 10 多分鐘”²⁹. All the articles are showing rather high numbers of children not participating in physical activities: as high as 85% of children in Taiwan who don't meet the WHO exercise suggestion. This claim by several news sources needs to be investigated and find the proof of the numbers in official government documents.

Taiwanese children, as well as adults, are facing problems of insufficient physical activities all over the world. One of the main negative outcomes of ignoring regular physical activities is obesity, which leads to health problems. According to the Statistics of Health Promotion 2017 provided by Health Promotion Administration, Ministry

<https://www.healthnews.com.tw/news/article/44272> (accessed July 18, 2021).

²⁵ News article 2019.09.25. 運動不足已成全球第四大致死因素. *The Health Promotion Administration (HPA)*

<https://www.hpa.gov.tw/Pages/Detail.aspx?nodeid=1132&pid=2473> (accessed July 18, 2021).

²⁶ News article 柯俊銘. 2021.01.17. 每天運動 60 分鐘 8 成青少年做不到. *Liberty Times Net*. <https://health.ltn.com.tw/article/paper/1426080> (accessed July 18, 2021).

²⁷ News article 吳烈安 張春峰. 2019.06.11 台灣兒少的活動量 世界排名末段班! *www.news.cts.com.tw*

<https://news.cts.com.tw/cts/life/201906/201906111963784.html> (accessed July 18, 2021).

²⁸ News article 吳烈安 張春峰. 2019.06.11 台灣兒少的活動量 世界排名末段班!

www.news.cts.com.tw <https://news.cts.com.tw/cts/life/201906/201906111963784.html> (accessed July 18, 2021).

²⁹ News article 朱明珠 2019.06.11. 台灣青少兒活動量偏低 國中生平均一天只活動 10 多分鐘 *www.taiwannews.com.tw*

<https://www.taiwannews.com.tw/ch/news/3721780> (accessed July 18, 2021).

of Health and Welfare, 27.6% of elementary school students in Taiwan are overweight or obese.

Table 1. The Percentage of Elementary School Students who are overweight or obese.

表2-5-4 國小生過重及肥胖的百分比

Table 2-5-4 The Percentage of Elementary School Students Who Are Overweight or Obese

單位：百分比 Unit：%

		依性別分 by sex		
		計 Both	男 Male	女 Female
民國100學年度	2011-2012	29.3	33.2	25.1
民國101學年度	2012-2013	29.8	33.7	25.6
民國102學年度	2013-2014	30.4	34.2	26.2
民國103學年度	2014-2015	29.0	32.8	24.9
民國104學年度	2015-2016	28.7	32.4	24.7
民國105學年度	2016-2017	28.1	31.9	24.1
民國106學年度	2017-2018	27.6	31.3	23.6

資料來源：教育部國民及學前教育署。

備註：BMI標準係依據2013年衛生福利部公布之「兒童及青少年生長身體質量指數(BMI)建議值」。

Source：K-12 Education Administration, Ministry of Education.

Note：Overweight/obesity were determined by "Recommended Body Mass Index (BMI) for children and adolescents" which was issued by the Ministry of Health and Welfare in 2013.

30



³⁰ Health Promotion Administration, Ministry of Health and Welfare. Statistics of Health Promotion 2017 <https://www.hpa.gov.tw/EngPages/Detail.aspx?nodeid=3850&pid=11161>

2.4 Conceptual Framework

I have developed the framework drawn primarily from the book of Jay Coakley *Sport in Society: Issues and Controversies* from 2017. He describes the reasons for participation of youth in physical activities. This book was originally published in 1978 and went through 12 editions since that time. This book has been cited more than 5000 times, according to google scholar and is used as a required reading in many universities in the field of sport and sociology. Jay Coakley combines a number of concepts along with a guide to the research, supporting his statements with vivid examples and supporting readings. “It (the book) is organized to help you critically examine sports as they exist in people’s lives. I use research findings to describe and explain as accurately as possible the important connections between sports, society, and culture”³¹

He starts with looking at the problem of sport and sociology, giving the pros and cons of sports and being involved in sport. Continuing with analyzing children's involvement in sport he gives the crucial aspects which I transfer into the framework of my research. I found the chapter describing sport and its positive and negative aspects very vast. Jay Coakley concentrates on the negative influence of the sport. It is relevant for my work, because I can compare his findings with the already existing positive influence of sport and give a conclusion of the overall theory. I believe that the case of my study is worth studying from the standpoint of structural sociology, where the children are standing in the middle of the structure of social life and governmental organization. The children in this study are both dependent on their social life, the most important and the biggest part of which is the family, their

³¹Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.6

social status and their attitude towards sport, their personal experience and the influence they progress on their children. The other side of the influence is the government and its attitude towards sport, education, free time, extra-curricular activities, their cost and availability. And they both are dependent on the cultural peculiarity of the area of study.

In my research I do not intend to pay attention to factors involving race, ethnicity, economics and politics. I will concentrate more on the problem of involvement, which stands very close to the influence of society and environment: “the process of becoming involved and staying involved in sports; the process of changing or ending sport participation; the consequences, both positive and negative, of being involved in sports”³²

In chapter 3 of his book Jay Coakley raises the problem of sport participation. He lists several factors that influence sport participation along with some examples helping to explore the problem deeply. “Who plays sports consistently over time, who plays and drops out, and who never plays? This three-part question is important today, as many societies deal with health problems that are partly related to a lack of regular physical exercise”³³. He lists 3 factors that are related to sport participation key factors. They are: (1) a person’s abilities, characteristics, and resources; (2) the influence of significant others, including parents, siblings, teachers, peers, and role models; and (3) the availability of opportunities to play sports in ways that are personally satisfying.”³⁴ The author highlights that these 3 factors are just a snapshot and the personal stories will provide “socialization videos” rather than snapshot. To be

³² Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.52

³³ Ibid. p.54

³⁴ Ibid.

more precise, I will use it as a sketch to my framework which I will slightly change in view of the peculiarities of the region of the research.

Sport participation is dependent on many factors, and it can vary greatly depending on the person, social group or the country, which is surrounded by the social factor first of all. “Studies using in-depth interviews and participant observation indicate that sport participation is connected to multiple and diverse processes that make up people’s lives”³⁵ In other words, people's decisions are based on the availability of opportunities, social influence and their own abilities. The choice of the particular sport depends on the same variables along with changing or stopping sport participation.

This book is well written and organized. It can be used in different fields of sport studies. I strongly agree with the main aspects of the theoretical organization of the framework I use for my research. Moreover, I will use the same framework to analyze other after school club involvement- cram school participation. The author gives a very broad explanation to the social influence towards sport participation along with the availability of opportunities, however he doesn't pay enough attention to the competition between after school clubs, more precisely the distribution of free time, it is more orientated on the children and their family choosing sport to nothing, missing the point of prioritizing free time activities. Here by free time, I mean the time period that is free from required school-time, time that is available for hobbies and other activities. I think it might be relevant to study the free time opportunities and preferences of both parents and children, because they can vary due to the cultural preferences of the area of study. Thus, in some areas in East Asia (Japan, China, South Korea, Taiwan), the priority

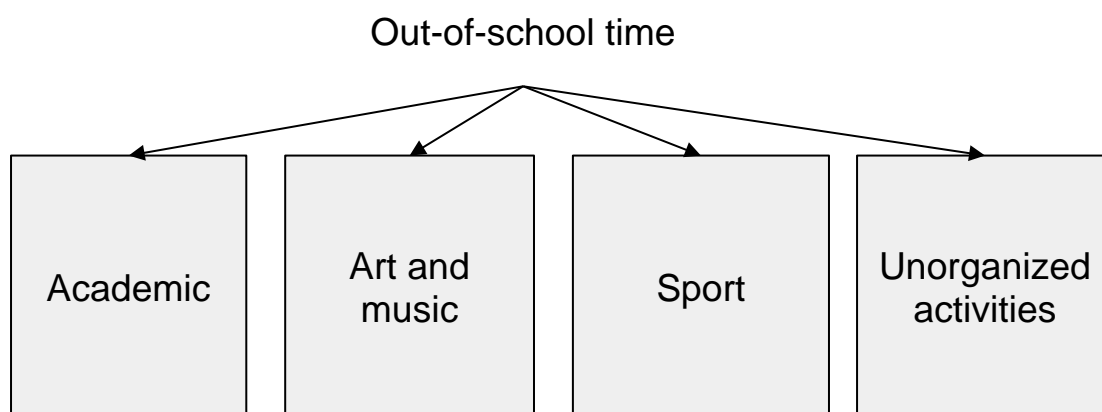
³⁵ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017.p. 54.

of afterschool activities are given to the extracurricular academic clubs, the majority of the countries in Europe have a vast number of after school clubs, thus kids or parents can choose the club of the interest preference. It must be mentioned that the free time is also limited for children and has a response towards their parents' free time that must also be taken into consideration. I want to raise a question: What is the opportunity cost of choosing one or another activity, peculiar to the region of study? What is the motivation for both the children and their parents in choosing one, another or neither sports club?

Jay Coakley, talking about social change and growth of organized sport suggests that the first reason is “the growth of the number of families with both parents working outside the home, which lead to the need of organized and adult supervision after school and summer programs”.³⁶ I will focus on the activities that are not a part of the school curriculum. By “organized” I intend to describe activities that are characterized by structure, adult supervision and the emphasis on skill-building. This was drawn from the Mahoney, Larson, and Eccles's book, entitled *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (2005). This book is devoted to the topic of development through extracurricular activities. I use some ideas to support my views on the importance of extracurricular clubs, more importantly the sports clubs in the life of school children.

³⁶ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017 p.81

Table 2. Possible choices of extracurricular activities.



37

The choice of leisure activities is different for every human being, it depends on many aspects: age, race, ethnicity, cultural heritage, social influence, geographical location, availability of opportunities. I believe any leisure activity can be analyzed by the structural framework that is used in Jay Coakley's book, but might differ due to its nature. I think there are societies and groups of people that value or prefer their liking academics more, some prefer art and music, others value sport, where there is a group that bends to unorganized activities: such as watching TV, playing video games etc. In this thesis I would like to pay more attention to the choice of leisure activities for elementary school children in Taiwan, more accurately the motive towards choosing academics clubs and sport clubs.

Methodology

The main part of the framework of sport participation among children is the influence of the environment and more precisely the family. As children's social life mostly consists of family members and peer classmates, and the parents are the ones who choose the free time activities for children. Another important part is availability of the

³⁷ Possible choices of extracurricular activities. My own generalizations

facilities and the time, which is the responsibility of the government. Therefore, in my thesis I will analyze parents' preferences towards physical activities of their children's free time, and the role of the governmental and small business organizations towards youth physical activities.

The research problem of my thesis revolves around the issue of the lack of sport participation among school children in Taiwan. In order to examine this problem closely, I need to answer the question of why people do or do not participate in physical activity. I also need to examine why they start, change and drop out. As my thesis is concentrated on sport among schoolchildren, I mostly take into consideration sports as a physical activity that helps people to maintain a healthy lifestyle. My research will include sport disciplines, both organized and alternative sports, not particularly concentrated on the elite and professional sport, as the purpose of this paper is to investigate the presence of sports as a physical activity among children in Taiwan. My research will exclude e sport, darts, chess, piano competitions, and so on: the sport that does not include physical activities. In other words, I will investigate physical culture in Taiwan "which includes all forms of movement and physical activities that people in particular social worlds create, sustain, and regularly include in their collective lives"³⁸

Table 3. Framework.

³⁸ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.7

Personal abilities:	Social influence:	Availability of opportunities
<ul style="list-style-type: none"> - Age - Gender - Health - Ethnicity - Race 	<ul style="list-style-type: none"> -<i>Family</i> Social status, occupation, attitude towards sport, time -<i>Teachers</i> Attitude towards sport -<i>Peers and siblings</i> -<i>Role models</i> 	<ul style="list-style-type: none"> -Time -Transportation -Equipment -Money

39

A person's abilities, characteristics, and resources

According to Jay Coakley, the first aspect influencing participation in sports is first of all the personal abilities, therefore I think it is relevant to define the research group of people- school children in Taiwan. In this category fall the characteristics of age, gender, race, ethnicity, sexuality, and ability influence the meaning of being an athlete⁴⁰. Race and ethnicity play a big role in the sport selection in many parts of the world, but in the research about Taiwan, in my point of view, paying attention to race and ethnicity is not necessary for my research. I believe that for this research it is not necessary to pay great attention to the gender of the student, as I am trying to investigate the average number of students involved, however if during the research the difference in numbers due to gender is insignificant, it can be omitted. For this analysis I would like to investigate average children in Taipei, a human being age

³⁹ Conceptual framework generalized by me.

⁴⁰ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.56

6 - 12 (elementary school age), living in a family, not having diseases and disabilities - the healthy child of any gender, race and ethnicity- “Child health is a state of physical, mental, intellectual, social and emotional well-being and not merely the absence of disease or infirmity. Healthy children live in families, environments, and communities that provide them with the opportunity to reach their fullest developmental potential.”

41

Nevertheless, the suggestion part must pay great attention to this point. Personal abilities are the crucial point in starting the project, as the program is conceived to be child oriented and these variables will play an important part in creating successful development of the project

Social influence: the influence of significant others, including parents, siblings, teachers, peers, and role models

From the social perspective of any human being, it is important to study any group in a social context. Here in order to study school children in Taiwan, we must investigate all the social aspects that influence a child: the influence of significant others, including parents, siblings, teachers, peers, and role models

I believe that the crucial aspect of influence will be parents and family, along with peers and teachers, as the majority of time that the child spends socializing is either at school or in the family. Jay Coakley is concentrated on the parents’ example of behavior and attitude towards hobbies, more specific to sport. I think it is absolutely important to take it into consideration and research this aspect more in the area of study.

However, his examples and guidance for research focused on the Western

⁴¹ Child’s health definition. Health Workgroup, First Things First, October, 2007
www.firstthingsfirst.org
<http://www.azftf.gov/WhoWeAre/Board/Documents/Program%20Committee/Health/January%2013,%202011%20Meeting%20-%20Health/07%20Child%20Health%20Definition%20Recommendation.pdf>
(accessed July 18, 2021).

ideology of upbringing, being more permissive and child oriented. For my paper it is important to highlight the difference in the upbringing peculiar to the area.

The role of the parents as decision makers and educators is very important to pay attention to in this paper, because parents are the main authority and decision makers for elementary school children. Moreover, it is important to consider the peculiarity of the region of study and the value of the family and family relations in the area: there is a big difference between the Western parents' and Taiwanese parents' influence in a child's life. In the book *The Psychological Well-being of East Asian Youth*⁴² Chapter 2 "The Concept of Guan in the Chinese Parent-Child Relationship" the author researches the relationship between parents and children using the term "guan". "Parental control is called "guan", which is equivalent to the notion of "training" and connotes "to care for," "to love," and "to govern""⁴³ Parents are considered to be the first and the most significant teacher in child's life: " they are required to model exemplary behavior to set a lifelong foundation for their child and should provide advice and guidance even after the child becomes an adult"⁴⁴ The authors also notice that the Chinese ideology of "guan" differs from the Western ideology, that is predominantly child-centered and permissive. "it emphasizes the importance of nurturing the child's inner nature rather than the importance of behavioral training of the child to meet adult requirements"⁴⁵ According to Ming-Yeh Wu there is a great concern of the educational achievement in Chinese culture from the point of view of upbringing the child "The Chinese believe achieving academic excellence is the primary way for a child to honor his or her family, so children's

⁴² Yi, Chin-Chun. *The Psychological Well-Being of East Asian Youth*. Springer, 2013.

⁴³ Ibid.,30

⁴⁴ Ibid.

⁴⁵ Ibid.

schooling is regarded as the primary responsibility of parents”⁴⁶ “At the same time, they must provide other forms of benefits to their children to compensate for the restrictions they impose, such as not having to do chores.”⁴⁷ The children's life seems to be the life of a permanent student with only one task to accomplish- good grades at school. Ming-Yeh Wu states that: “Taiwanese parents today still endorse the norm of filial piety and the praise to educational achievement, which are recognized to be the cultural basis of guan and seem to be the determinants for parenting behaviors.”⁴⁸ In other words, parents’ upbringing techniques might depend on their child’s educational success, where in junior stage parents provide more governance, and more accommodation for the senior age. Of course, the ways of upbringing and the level of involvement of parents depend on different factors: socioeconomic status, level of education, occupation, and the area of residency.

These peculiarities of the parents’ decision making are the great niche for the suggestion chapter of this paper. While designing the suggestion project, the role of parents must be considered as a predominant one and orientated to show the value to parents in the first place, and the aspect of education, which appears to be the crucial variable for the parents’ decision in upbringing.

From the cultural point of view, Jay Coakley says that the family culture has been found to provide a context in which children see sports involvement as a normal part of their everyday lives and continue playing sports as they become adolescents and young adults.⁴⁹ He refers to Sharon Wheeler who highlights that if a person doesn't get involved in the sport participation at an early age during childhood or early adolescence,

⁴⁶ Ibid.

⁴⁷ Ibid.,31

⁴⁸ Ibid.,39

⁴⁹ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.55

they are less likely to participate in physical activities on a regular basis later in their lives. She suggests to study family culture as an immediate context for sport participation, “individuals increase or decrease participation depends on predispositions that have been formed in early life”⁵⁰ This creates a vicious circle of the sport culture in the separate world, the person that hasn't been involved in sport during childhood, most likely skips the physical activities in adulthood, therefore the children that are born later will probably lack the sport motivation in their lives.

Jay Coakley draws on Wheeler's research, showing that the process of becoming and staying involved in sports is closely tied to family dynamics and decisions, and these are influenced by structural and cultural factors. Structural factors include the availability of sport facilities, equipment, financial support, coaching, and competition opportunities. Cultural factors include the importance given to particular sports and to the ways that one's age, gender, race, ethnicity, sexuality, and ability influence the meaning of being an athlete.⁵¹

The other aspect, pointed out by Coakley, is the influence of peers and teachers. In Taiwan children spend a significant amount of time in school and cram schools, therefore the school environment should be included in the research. In Taiwan, children spend the majority of their time in schools, surrounded by the same classmates and teachers every day. In addition, this aspect absolutely cannot be ignored in the suggestion box, as the school and parents influence is the crucial aspect for the business development model and the audience and crowd influence

⁵⁰ Wheeler, Sharon, and Ken Green. “Parenting in Relation to Children's Sports Participation: Generational Changes and Potential Implications.” *Leisure Studies*, vol. 33, no. 3, 2012, pp. 267–284.

⁵¹ Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017.

The availability of opportunities to play sports in ways that are personally satisfying

The third part of the framework includes the variables produced by the government and society: the availability of opportunities. This part covers the youth organizations devoted to sport, transportation, equipment, time and cost.

Jay Coakley distinguishes youth sport organizations into several categories as follows:

“Public, tax-supported community recreation organization. This includes local park and recreation departments and community centers, which traditionally offer free or low-cost sport programs for children. The programs are usually inclusive and emphasize overall participation, health, general skill development, and enjoyment.”⁵² In Taiwan they will include public schools, sport centers, local parks, playgrounds, bike lanes, etc.

“Public-interest, nonprofit community organizations. They are community-based organizations, which traditionally have provided a limited range of free or low fee sport programs for children.”

“Private-interest, nonprofit sport organizations. These organizations usually offer more exclusive opportunities to selective groups of children, generally those with special skills from families who can afford relatively costly participation fees.”

“Private commercial clubs. These organizations have costly membership and participation fees, and some emphasize intense training, progressive and specialized skill development, and elite competition.”⁵³ In Taiwan the number of private commercial clubs is growing each year in separate disciplines such as soccer and basketball.

⁵² Coakley, Jay J. *Sports in Society: Issues and Controversies*. McGraw-Hill Education, 2017. p.85

⁵³ Ibid.

I think that this division of youth sport organizations is accurate, but in my opinion, it doesn't include the alternative sport or not organized sport, such as surfing, skateboarding, street ball, hiking, parkour, etc. I think it will be logical to include them into separate category, therefore the fifth one in my framework will be:

Alternative sport. There are a number of scholars who are writing about alternative sport, referring to Reinhart's definition of alternative sport: "he suggested that alternative sports are activities that either ideologically or practically provide alternatives to mainstream sports and to mainstream sport values".⁵⁴ I will refer to alternative sport as a sport that doesn't need the supervision of a coach or a teacher and it doesn't have distinguished organization.

All these five categories are dependent on such variables as:

Money- cost of the program, cost of the equipment

Time- the availability of a child's free time and the time the program takes place at

Transportation - the accessibility of the place, where the program is held

Equipment - the availability of the needed equipment, and their condition.

This characteristic is very important in my research, because it can't be influenced as easily as the social aspect, therefore it is more precise to research. In this part it is worth studying the structural side of the countries' organization, how each part is interdependent and contradicts each other in the importance of existence. I believe here I can research the importance of physical education along with academic education, how they can complement each other, or damage each other if

⁵⁴ Wheaton, Belinda. *The Cultural Politics of Lifestyle Sports*. Routledge, 2014.

the other part will be ignored. Therefore, for this part it is necessary to examine the total number of sport centers, their cost and availability, the quality of physical education at school, the attitude towards extracurricular sport activities, and the role of the government in promoting a healthy lifestyle.



2.5. Distribution of free time for elementary school students in Taiwan

As it was mentioned before, the physical activity time that students in Taiwan receive from Physical Education classes at school is not enough, it will be logical to concentrate on the out of school time of elementary school students. Before proceeding to the topic of sport in my research, I would like to pay closer attention to the choice of free time activities among schoolchildren in Taiwan. I want to distinguish extracurricular activities into subcategories such as: Academic activities-extracurricular activities concentrated on improving academic performance of a student, in Taiwan it will be cram schools; second group is art and music; third one- sport clubs, any extracurricular activities involving physical activities. The fourth group is devoted to unorganized activities, including watching TV, playing video games, hanging out with friends and family.

Cram schools, and private tutoring is a natural phenomenon that is most visible in East Asia. Shadow education is concerned with “tutoring on academic subjects that is provided for a fee and that takes place of outside school hours”⁵⁵ There are 2 books devoted to education and cover topics of cram schooling in Taiwan: *Education as Cultivation in Chinese Culture* and *The Psychological Well-Being of East Asian Youth*. These two books highlight the main aspects of history and motivation towards cram schools in East Asia, and more specifically in Taiwan.

⁵⁵ Bray, Mark, and Chad Robert. Lykins. *Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia*. Asian Development Bank, 2012.

Chapter 3. Sport in Taiwan and government initiatives

The national sport in Taiwan is baseball. It plays a significant role not only in creating the national identity of the country and placing it in international areas, it also defines the culture and history of people in Taiwan. I think that the rise of sport and baseball in particular started with the colonial Japanese times with introducing the sport, and later with the rule of the KMT boosting its value and importance. The brightest period for the rise of baseball might be considered the “Little League Baseball” in the late 1960s. The Little League baseball “fever”⁵⁶ started from an unknown “Hongye experience” where the indigenous Taiwanese team from the small village in Taitung County defeated the Japanese baseball team in “Chiumao Cup ” in 1968. The fact that the team was of the Taiwanese aborigine members struck national pride for the young indigenous boys aged 10-12. In other words, the whole nation in the face of the Taiwanese aborigines was able to defeat the ex-colonizers and the *owners* of the game.

The event was broadcasted on the radio and TV, following crowd of people watching the games in Taitung (20 thousand spectators)⁵⁷ From the further actions by the government it can be judged that KMT took the opportunity of the massive spectatorship and, the day after the victory the team was hosted by Chiang Ching-kuo. “Many Taiwanese regard Hongye as a pioneer. They assume that there were few, if any, elementary school teams prior to 1968 and that it was Hongye that triggered baseball fervor on the island among such schools”⁵⁸. The situation in the country and the ability of defeating the Japanese team increased the belief in the

⁵⁶ Reference to FIFA fever “fever noun (EXCITEMENT) a state of great excitement: The whole country seems to be in the grip of football fever. Excitement, interest, energy and enthusiasm.”

⁵⁷ Morris, Andrew D. *Colonial Project, National Game: a History of Baseball in Taiwan*. University of California Press, 2011.

⁵⁸ Ibid.

Taiwanese baseball. The KMT government had a perfect moment to take the leading part of the effects of the game to promote physical education on the island first, but more important to use this sport in building the relationship between the government and people and between the countries. The next year, in 1969, Taiwanese team from Taichung, Taiwan, won first place in the Little League World Series competition in Williamsport in the USA for the first time. The games were widely broadcasted on the radio and TV, it was so popular, and all the games were followed by the fireworks, even as it was late at night/early morning. “The promise of fame and money created a baseball mania in Taiwan, and going abroad was suddenly the goal of every player, parent, and school”⁵⁹. Overseas Chinese came to support the team were giving the players expensive presents, like watch, gold, cash, etc. after the competition when the team returned to the island they were welcomed back by the fireworks, in addition the KMT government held the 8 hours long parade the next day in Taipei to honor the players. After this successful championship the popularity of baseball and national pride increased. For the majority of the population baseball became the symbol of wealth and pride, the motivation to be a part of a baseball team was so great, more and more people started to get involved with baseball: “At that time parents gave money and parents [to coaches] so that their children would be on a team. Every coach wanted to take his team abroad because there were profits in it. When overseas Chinese saw the national team, they threw U.S dollars into the bus. Coaches would give a symbolic dollar or two to each player, who would be absolutely delighted. The rest wound up in coaches’ pockets”⁶⁰ There is no statistical information about

⁵⁹ Yu, Junwei. *Playing in Isolation: a History of Baseball in Taiwan*. Univ. of Nebraska Press, 2007.p.72

⁶⁰ Ibid., 72.

the number of children involved with sports at that time, but I can consider that it was the brightest period for the youth sport in Taiwan.

Sport and Physical Education is an inseparable part of everybody's life. The importance of Physical Education is relevant to people and needs a top-down approach. In Taiwan, there are two government agencies for sport: Sport Affairs Council that is focused on elite sport, and Sports for all; and Sport Administration of the Ministry of Education that is responsible for Physical Education.

Sport policy in Taiwan has undergone some changes, shifting the focus of the meaning of sport both on the national and international arena. Thus, Tien-Chin Tan , Chih-Fu Cheng , Ping-Chao Lee and Ling-Mei Ko, in the article “Sport policy in Taiwan, 1949–2008: a brief history of government involvement in sport”⁶¹ distinguish three phases of sport policies in Taiwan. In the first phase, (1949–1972), the government pay greater attention towards students’ health, who “were suffering from the huge pressure to prepare for entrance exams to junior and senior high schools and universities and who did not have enough time to participate in physical activities to maintain their health”⁶². The government’s policy was increasing compulsory physical education classes and joining extracurricular physical education classes. During the second stage (1973–1997), the government’s policy had a character on establishing Taiwan on the international arena, and helped to break through the diplomatic isolation, by developing elite sport. And the third Phase, with the establishment of the Sports Affair Council in 1997, increasing the international value through elite sport and sports for all.

⁶¹ Tan, Tien-Chin, et al. “Sport Policy in Taiwan, 1949–2008: A Brief History of Government Involvement in Sport.” *International Journal of Sport Policy and Politics*, vol. 1, no. 1, 2009, pp. 99–111.

⁶² Ibid.

It was mentioned in the article that during the third phase “The power of the DPE (Department of Physical Education) was substantially reduced, its role limited to promoting health, physical activities and sport within the education system.” In my thesis I focus on sport and physical activities among school children, excluding elite sport, to better understand the average situation in Taiwan and dig into this side of the policy deeper. It is interesting to look at the distribution of the power in these groups of focus: the Sport Administration of the Ministry of Education and the Sports Affairs Council, as the first one is dependent on the Ministry of Education first, then on the Executive Yuan, and the former one is directly to the Executive Yuan. Going back to the hypothesis, that elementary school children in Taiwan don't get the sufficient number of physical activities classes from school, and the free time is limited due to “praising” the value of education, the branch of sports for all is situated on the different branch and is not the responsibility of the Ministry of the Education. The article is dated 2010, so it cannot cover the fact that “Starting January 1st, 2013, the Sports Affairs Council became the Sports Administration (SA) under the Ministry of Education as part of the government structural reform.”⁶³

As a proof of the awareness of the little amount for students in Taiwan, I will follow through the policies of the Sports Administration under the Ministry of Education. The scholars Tien-Chin Tan & Chin-Fu Cheng in the article “Sport development and young people in Taiwan” list and explain the number of policies in the Taiwanese government orientated in increasing the sports involvement among students:

⁶³ Sports Administration, Ministry of Education. History of the Sports Administration. Published 15. Dec 2013 <https://www.sa.gov.tw/English/PageContent?n=2533> (accessed July 18, 2021).

The Development Project for School Physical Education (2002-2007) that is focused on the elite sport and increasing the number of the professional athletes and attracting indigenous students into sports clubs. I think that the elite sport programs are very important, however the professional sport cannot be targeted right if the majority of the population is not athletic, overweight and unhealthy. The authors highlight that “The results of the assessment showed that not only was the level of physical fitness of Taiwanese students worse than that in other developed countries and other Asian countries, but also that 15 to 20 per cent of pupils in primary schools were identified as overweight (DPE 2002: 5-6).”. In the response to the problem the government launched the series of programs:

Physical Fitness 333 Plan (1999-2003); Healthy Body Shape Plan for Elementary/High School Students (2004-2008) “The main purposes of these two projects were to encourage students to adopt life-long exercise habits, an active lifestyle and a balanced diet, in order to improve students’ fitness and decrease the percentage of overweight or underweight (MoE, 2009a).”; as for the “physical activity/leisure sport development, the three main projects were “One Pupil, One Sport”; “One school, One Team” Plan, “Raising the Swimming Ability of Students and Improving School Sport Fields.” “One Pupil, One Sport” refers to the aim that each student should acquire at least one sport skill, while “One school, One Team” requires each school to organize at least one sport squad and to take part in regional sport matches. The long term aims of this project were to increase i) the sport participation rate of students, ii) the number of students joining school sport clubs and iii) the number of schools hosting inter-class games and inter-school games (Executive

Yuan 2001: 34-35).”⁶⁴ The government launched not only the project for attracting students to sports clubs, but also developing the venues for clubs within schools: “Raising the Swimming Ability of Students”(2001-2004) (DPE 2001) and “Plan for the improvement of School Sport Fields” (2002-2005) (DPE 2002b) both attempted to raise the sport participation rate of students by providing free swimming classes within and beyond the curriculum and also by constructing more swimming pools and outdoor and indoor athletic facilities.”⁶⁵

The authors of the same article conclude that: “there are three key issues in Taiwanese youth sport: i) the dominant role of elite sport; ii) the apparently unstoppable decline in physical fitness among school students; and iii) the conceptual confusion between physical activity, leisure sport and regular exercise.”⁶⁶ They state that the national budget spent is prioritized in support of the elite sport, in order to boost the national image of Taiwan in international areas. The authors highlight the unstoppable decline of physical activities not only in Taiwan, but also in China, and it is a big issue all over the world. However, the government is admitting the issue, by introducing different policies that are not stopping the decline, but might slow it down. It is difficult to analyze the effects of the policies, but the fact of the policies taking place and changing means that there are actions addressing the problem, and attempts of solving them. It should be noted the article is dated 2010, before the new sports policy in Taiwan called SH150, where the government is trying to increase the everyday physical activities of students by introducing 30 minutes of physical exercise within the school, before classes are compulsory for elementary school students daily. “The

⁶⁴ Tan, Tien-Chin and Chih-Fu Cheng. “Sports development and young people in Taiwan.” 2010. p.6

⁶⁵ Ibid.,p. 7.

⁶⁶ Ibid., p.17.

SH150 Program aims to build a solid foundation of ability and attitude with respect to participation in physical activities by nurturing students' understanding of sports, inspiring them to participate in sports, and developing regular exercise habits.⁶⁷

The implementation of SH150 in schools below the county level is based on Article 14 of the National Sports Law: "senior secondary schools and colleges shall be arranged for the first three years of the five-year system and shall be arranged for the school during the school period, except for the number of physical education courses. The time for participating in sports activities should be more than 150 minutes per week."⁶⁸ Since the 104th school year (2015), the number of schools in the high schools below the prefectures and cities have begun to promote the weekly sports in the school for 150 minutes, and the county and city governments and schools are expected. Through relevant policies, the company specifically cultivates students' motor abilities, stimulates students' motivation and interest, develops regular exercise habits, and establishes the ability, attitude and health fitness for lifelong participation in physical activities.⁶⁹

The effectiveness of the sport policies can be compared through the annual reports from the Sport Administration Ministry of Education, by comparing the numbers of active children throughout the years. This is the subject of the next chapter.

⁶⁷ Sport Administration, Ministry of Education Annual report. 2017.p.15-16
<https://www.sa.gov.tw/Resource/Ebook/636982002100844211.pdf>

⁶⁸ Sport Administration, Ministry of Education. National Sports Act. Published 15 May 2018
<https://www.sa.gov.tw/English/NewsDetail?Type=7&id=1999&n=402> (accessed July 18, 2021).

⁶⁹ Sport Administration, Ministry of Education Annual report. 2017
<https://www.sa.gov.tw/Resource/Ebook/636982002100844211.pdf>

Chapter 4. Findings based on quantitative data

Revising the hypothesis of this research that: children in Taiwan don't receive enough physical education daily, because of lack of opportunities and free time. The priority of the free time choice is devoted to the extracurricular academic classes: cram schools, private tutoring and homework writing. I decided to organize my research in three parts: in the first part of my research where I investigate the participation in sport clubs, I use already existing annual reports, conducted by the Sport Administration of the Ministry of Education. In the second part I take a closer look at cram schools participation rates, using the data from the official website Kaohsiung City Cram School Information Management System, which provides the numbers of cram schools by the regions all over Taiwan⁷⁰, news articles and two major books on shadow education in Taiwan: *Education as Cultivation in Chinese Culture* and *The Psychological Well-being of East Asian Youth*.

⁷⁰ Kaohsiung City Cram School Information Management System <https://bsb.kh.edu.tw/> (accessed July 18, 2021).

4.1 Sports clubs. Sports Administration of the Ministry of Education

Sports business promotion and development is the responsibility of the Sports Administration of the Ministry of Education. It was established in 1932 as a “Sports Council” and further promulgated by Executive Yuan on January 12, 1998. The Sports Affairs Council officially became the nation’s central authority governing sports affairs, and is charged with promoting the development of sports in Taiwan. In 2013 The Sports Affairs Council became the Sports administration under the Ministry of Education as part of the government structural reform.⁷¹

The Sports Administration of the Ministry of Education consists of: Planning Division, School Physical Education Division, and Sports for All Division, Competitive Athletics Division, International and Cross-Strait Sports Division, Sports Facilities Division, Administrative divisions, Secretariat, Personnel Office, Accounting Office, Civil Service Ethics Office. As the area of my study specifies leisure and school sport for elementary school students, I will take a close look at the School Physical education Division and Sports for All division.

The data I use for my research is extracted from the official website of the Sport Administration of the Ministry of Education: the annual reports of school physical education, and annual reports that summarize all divisions’ statistics. The latest annual report available from the Sport Administration of the Ministry of Education is from 2019. The report covers data collected from the schools in Taiwan for the period of time July 2018- September 2019 (academic year 2018). Along with

⁷¹ Sports Administration, Ministry of Education. History of the Sports Administration. Published 15. Dec 2013

<https://www.sa.gov.tw/English/PageContent?n=2533> (accessed July 18, 2021).

comparing data with the previous years, I show the improvement of the situation, however it is still not succeeding totally. According to the Annual Report of the 2018 academic year, it covers 4,296 institutions nationwide: 2,658 elementary schools, 947 junior high schools, 510 high school vocational schools, 153 colleges, and 28 special schools. The statistics are filled in on the internet by the school administration and held the filling rate of 100%. Since 2003, the filling rate was 100%, except for 2007 it was 99.9%, 2006-97.7%, 2003,2004 doesn't have a filling rate.⁷²

Physical Education classes.

As I have mentioned before, students in Taiwan receive the number of physical activities per week through the Physical Education classes, compulsory by school. According to the Sports Administration statistics of the year 2018, the average number of physical activities all over the island among elementary school kids is 2.66 sessions per week, where the average physical education class is 1.87 classes per week.⁷³ For the middle school kids, the average of the fitness sessions per week- 2.56, with the PE classes taking 2.01⁷⁴. And for the high school students with average PE classes 2.0 per week⁷⁵. It is visual that schools are offering other physical activities that take about 30% of the weekly physical activities among students excluding high school.

According to the annual report the majority of students attend 2 physical education classes per week, and ratios by gender are almost the same. The percentage of elementary school students who tend to like Physical Education classes very much, covers 40.9%, and just liking them

⁷² Sport Administration, Ministry of Education. Annual reports. School sports statistics 2004-2019 <https://www.sa.gov.tw/ebook/List?id=9&n=170> (accessed July 18, 2021).

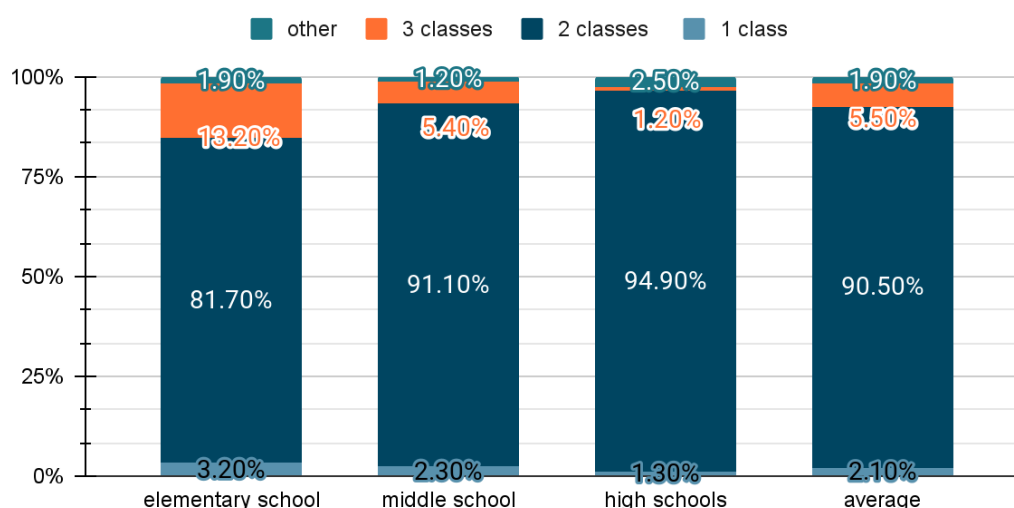
⁷³ Sport Administration, Ministry of Education. Annual report. 2019.,p.106 <https://www.sa.gov.tw/Resource/Ebook/637475158250098218.pdf> (accessed July 18, 2021).

⁷⁴ Sport Administration, Ministry of Education. Annual report. 2019.,p.108 <https://www.sa.gov.tw/Resource/Ebook/637475158250098218.pdf> (accessed July 18, 2021).

⁷⁵ Sport Administration, Ministry of Education. Annual report. 2019.,p.110 <https://www.sa.gov.tw/Resource/Ebook/637475158250098218.pdf> (accessed July 18, 2021).

- 28.5% for 2018 school year. The percentage of students who respond “don’t like” or “don’t like very much” are only 5.5%. The tendency of losing motivation or interest can be followed here with analyzing the number of students, who like PE classes very much. As it can be seen from table 6, the highest number of students liking PE classes very much are elementary school students, and the percentage of students liking PE classes or liking them very much is shrinking by age.

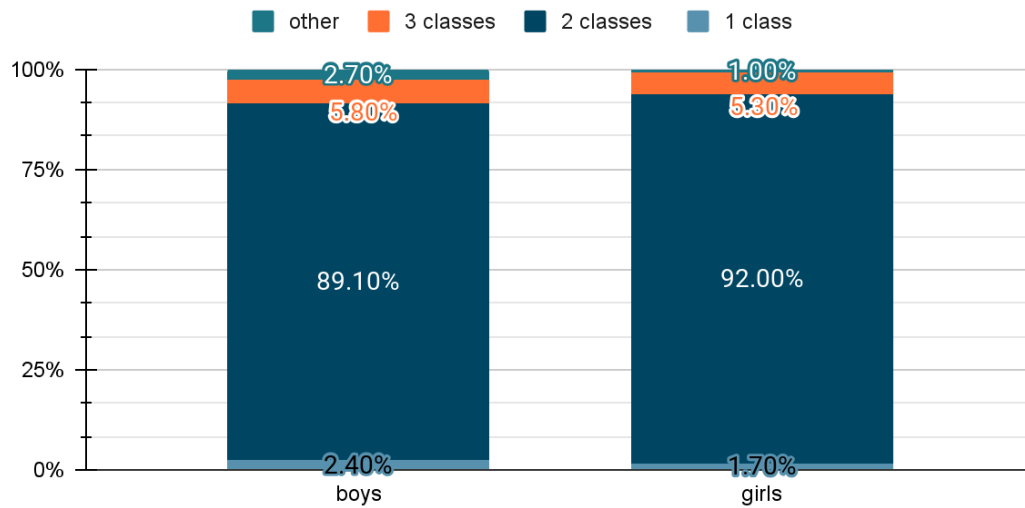
Table 4. The number of PE classes per week for students of all ages and distribution by gender.



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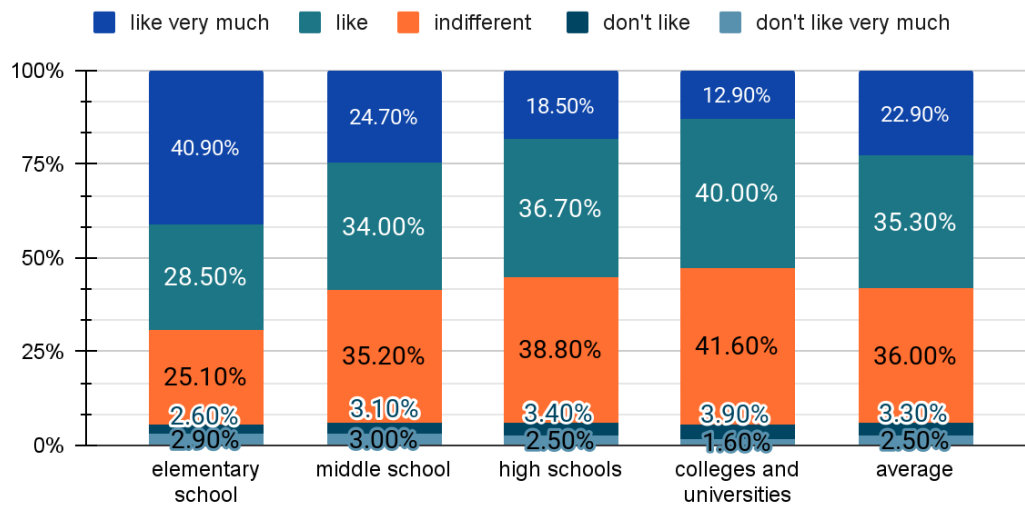
⁷⁶ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 5. The number of PE classes per week for students of all ages and distribution by gender.



77

Table 6. The percentage of students' attitude towards physical education classes at all levels. School year 2018



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⁷⁷ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

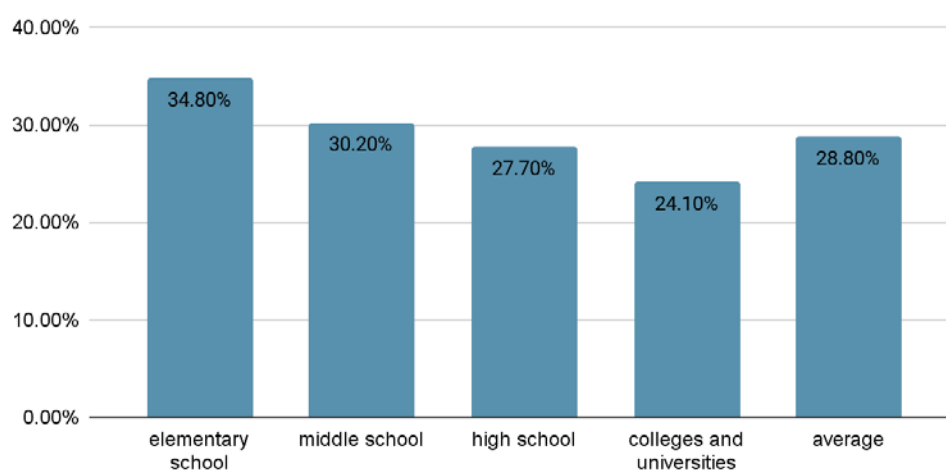
⁷⁸ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf>

According to the World Health Organization, the recommended time of moderate- vigorous physical activity among children is - 60 minutes daily⁷⁹ Therefore, the amount of physical activities offered by schools cannot be considered sufficient. It will be logical to assume that the efficient physical activity can be accumulated as a combination of both PE classes and participation in sports clubs or alternative sports. It is important to follow the statistics of both school sport clubs and out of campus sport clubs, along with non-organized sports and physical activities.

Participation in school's sports clubs.

Sport Administration of Ministry of Education statistics from the school year 2017, reports the number of students, participating in these sport clubs are as follows:

Table 7. The percentage of students participating in school sports clubs at all levels. 2018



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The highest number of students is in elementary school- 33.8%, 30.2% in middle school, 27.7% in high school and 24.1% in universities

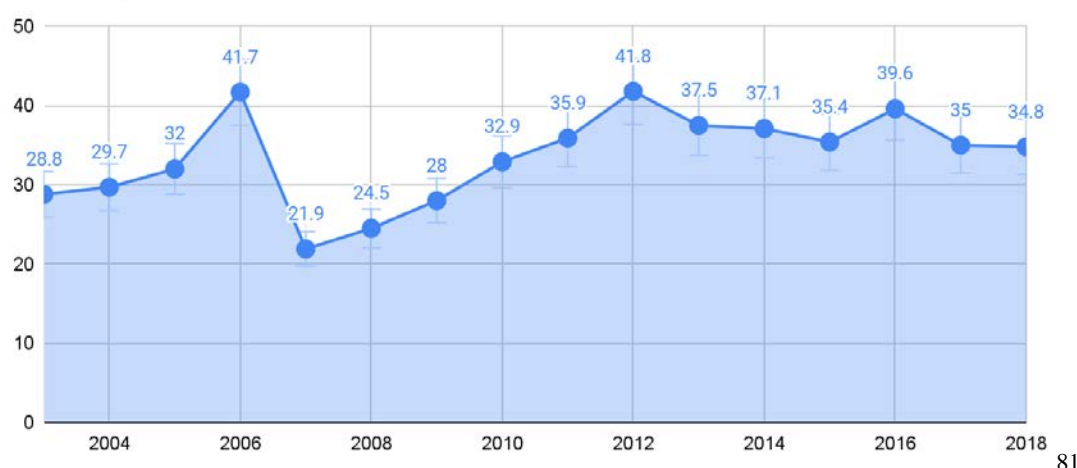
⁷⁹ The World Health Organization website <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (accessed July 18, 2021).

⁸⁰ Sport Administration, Ministry of Education. Annual report. 2019 <https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

and colleges, giving the average number of children attending sport clubs 30.4%.

I followed the statistics for elementary school children involvement within sport clubs from 2003 to 2018, we can see that the average percentage of students involved within the clubs throughout these years is 33.5%. The numbers are as follows:

Table 8. The percentage of elementary school students participating in school sports clubs. 2003-2018

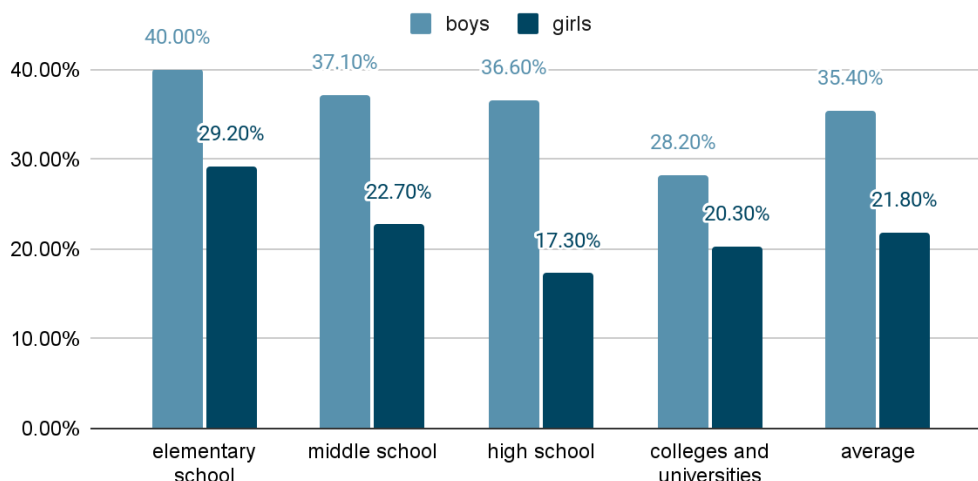


The lowest involvement throughout the years was in 2007, the highest in 2006, 2012, 2016. The highest involvement in 2006 might be explained with the reforms from the government “one child one sport one team” however by the sudden drop it can be seen the ineffectiveness of the reforms.

Looking at the gender statistics of enrollment with sports clubs, we can see that the number of boys involved with the school sports clubs is higher than the girls, however the difference is not significant. Girls tend to be less interested in sports clubs than boys on average. The Data from 2018 shows that the lowest number of girls participating in extracurricular sport activities- 18.6% in high school

⁸¹ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

Table 9. The number of students participating in school sport clubs. Distribution by genders.



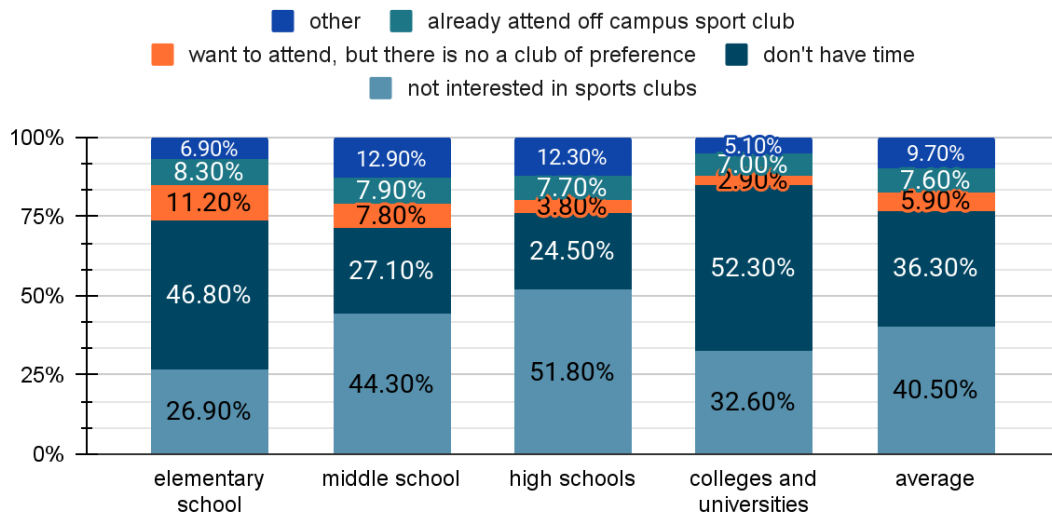
82

The reasons for students participating or not participating in school sports clubs.

It is important to mention that apart from PE classes and the sports clubs that are offered on campus, there are other clubs that specialize in different sports. Thus, we can see from the Annual report data from 2018, the percentage of students enrolled in off campus sport clubs is smaller than in school sport clubs: 8.3% for elementary schools, 7.9% for middle school, 7.7% for high school and 7% for university. For other reasons of not participating in school sport clubs are: “not interested in participating in sport clubs”, “no time”, “want to attend, but it isn't open in our school”, “participate in off campus sport clubs”, “other reasons” with the numbers as follows:

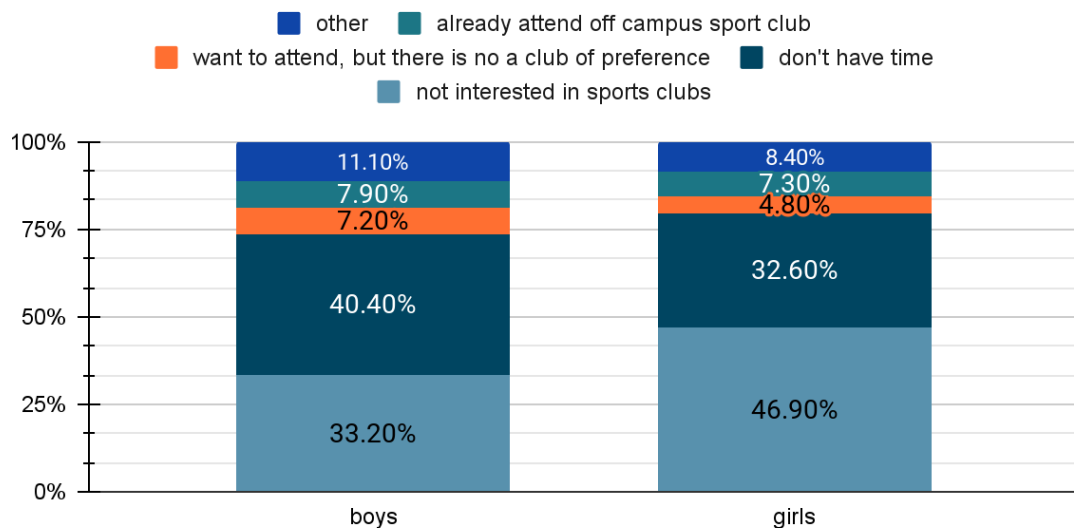
⁸² Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 10. The reasons for students at all levels of school not participating in sports clubs.



83

Table 11. The reasons for students at all levels of school not participating in sports clubs. Distribution by genders.



84

If we include the students who attend sport clubs outside of school, the total number of physically active children for elementary

⁸³ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

⁸⁴ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

school students will be - 43.1%, for middle school- 38.1%, 35.4% for high school, 31.1% for university students.

We can see that the number of non-interest increases with age from elementary school - 26.9%, 44.3% in middle school, and 51.8% in high school. It might be logical to admit that elementary school students who did not have enough time for enjoying sport clubs at a younger age form the non-interest, which only increases with years. University students develop interest more. I would assume it happens because of the changing environment, circle of friends and classmates have different influences, and they are not as dependent on parents' opinion at that age, but they are still very busy with other things. I presume the graph of non-interest has to deal first of all with social and cultural influence, as children form their interests in a family circle. As it was mentioned before by S. Wheeler: "individuals increase or decrease participation depends on predispositions that have been formed in early life"⁸⁵ In other words, if the child doesn't get involved in sport at an early age, they are less likely to participate in sport as adults.

Another significant aspect that can be concluded from this graph is a lack of time among school children. The highest numbers are under categories: "not interested" and "no time". 49.6% of students in elementary schools answered that they don't have time for sport clubs, 29.5% in middle school, 25.7% in high school, 53.2% in colleges and universities. The category of not interest -29.8% in elementary school, 42.8% in middle school, 50.2% in high school, 34.8% in colleges and universities. Adding the number of students participating in school sport clubs to the number of the students participating in off campus sport clubs, we will have 45.4% students in elementary school, 35.1% in

⁸⁵ Wheeler, Sharon, and Ken Green. "Parenting in Relation to Children's Sports Participation: Generational Changes and Potential Implications." *Leisure Studies*, vol. 33, no. 3, 2012, pp. 267–284.

middle school, 31.1% in high school, and 30.9% of students in colleges and universities. From the gender perspective, more girls than boys are not interested in sport club participation, and more boys don't have enough time for the sport clubs. Strangely, the percentage of elementary school students that have chosen the answer of “no free time” is significantly higher than middle school students and high school students. It can be because of being involved in extracurricular clubs or cram schools. Initially I supposed that more high school and middle school students won't have free time, due to the examination pressure, but on the contrary, more elementary school students are busy with something else than clubs. The aspect of “no time” will be included in the graph of the framework of availability of opportunities as the most crucial one. Some students, however, don't participate in sport clubs on and off campus because they can't find the clubs of their desire. Thus 8.4% in elementary school, 9.3% in middle school, 5% in high school and 3.3% in colleges and universities want to attend, but the school doesn't offer ones that they think of attending. Unfortunately, there is no follow up question, for the clubs that they desire, I will include this question in part of limitations of the study.

However, it is visible from the graphs, that students develop higher interest towards off campus sport clubs during the years. The graph for attending off campus clubs only appeared in annual reports in Annual Report from 2013, so I can follow these numbers only from 2013 to 2019 Annual reports covering 2012-2018 school years respectfully. There is a visual jump from 2016 to 2017 school year, and the number of students participating in off campus sport clubs has grown dramatically for students of all levels: from 2.4 % to 8% for elementary school students, 2%-7.9% for middle school, 1.9% to 7.7% for high school students, and 1.9% to 7% for colleges and university. The highest year of

involvement among all the levels was the 2017 school year. With 9 % elementary school students, 9.6% middle school students; 10.1% high school students and 6.8% students from colleges and universities. The growth of the numbers might be explained with the growth of private sports organizations, lack of sport participation awareness or others.



Table 12. The percentage of elementary school students participating in off campus sport clubs. 2012-2018 school years

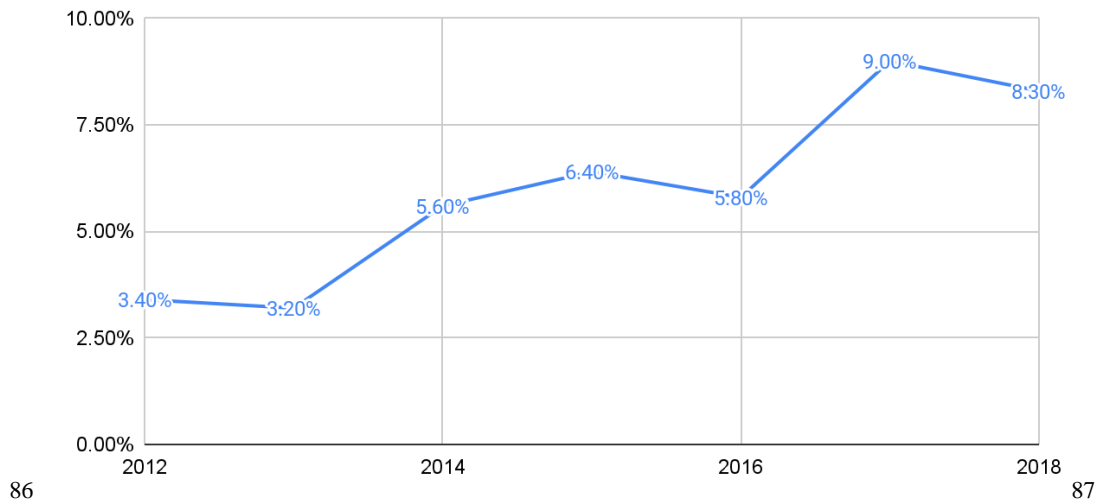
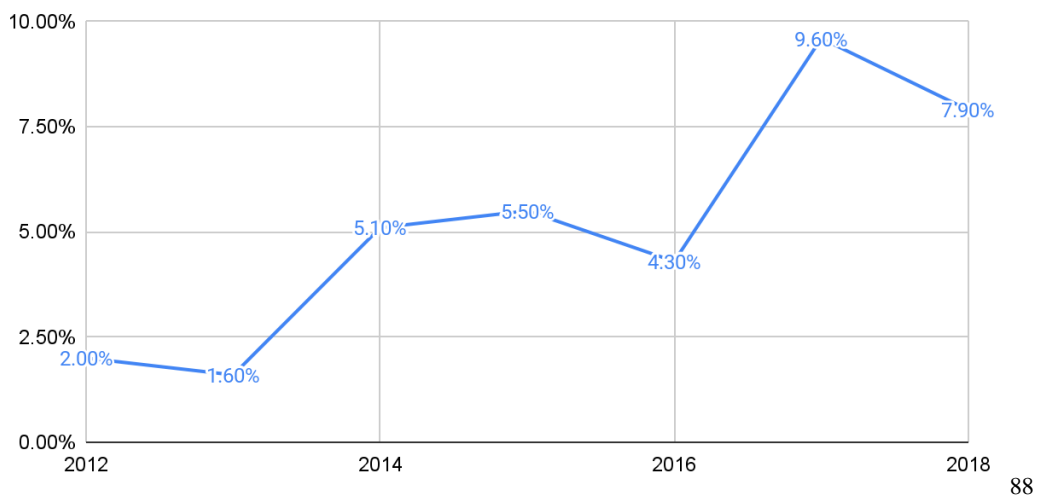


Table 13. The percentage of middle school students participating in off campus sport clubs. 2012-2018 school years



⁸⁶ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

⁸⁷ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

⁸⁸ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

Table 14. The percentage of high school students participating in off campus sport clubs. 2012-2018 school years

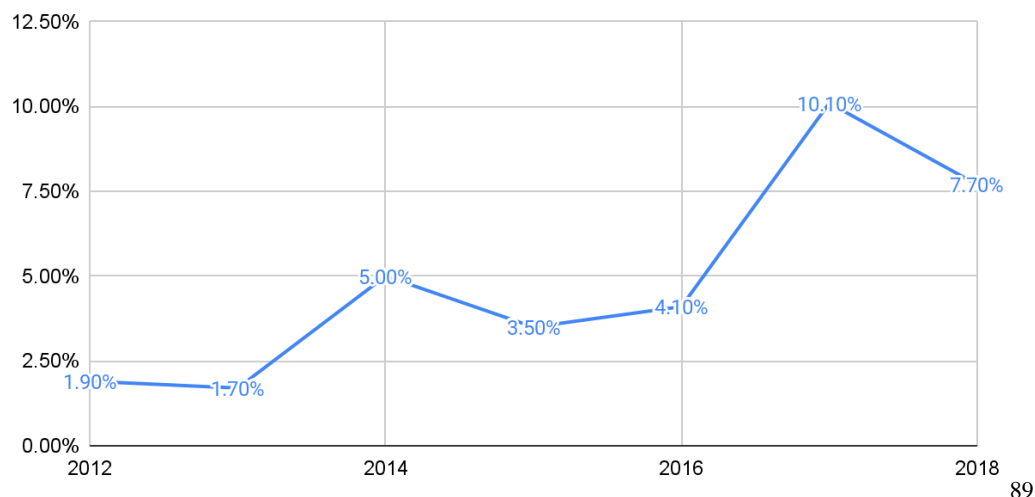
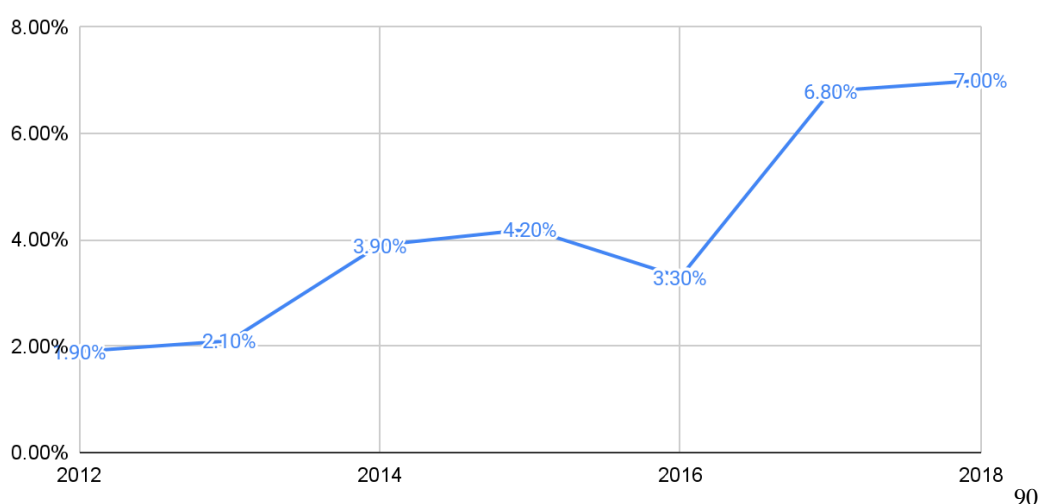


Table 15. The percentage of college and university students participating in off campus sport clubs. 2012-2018 school years



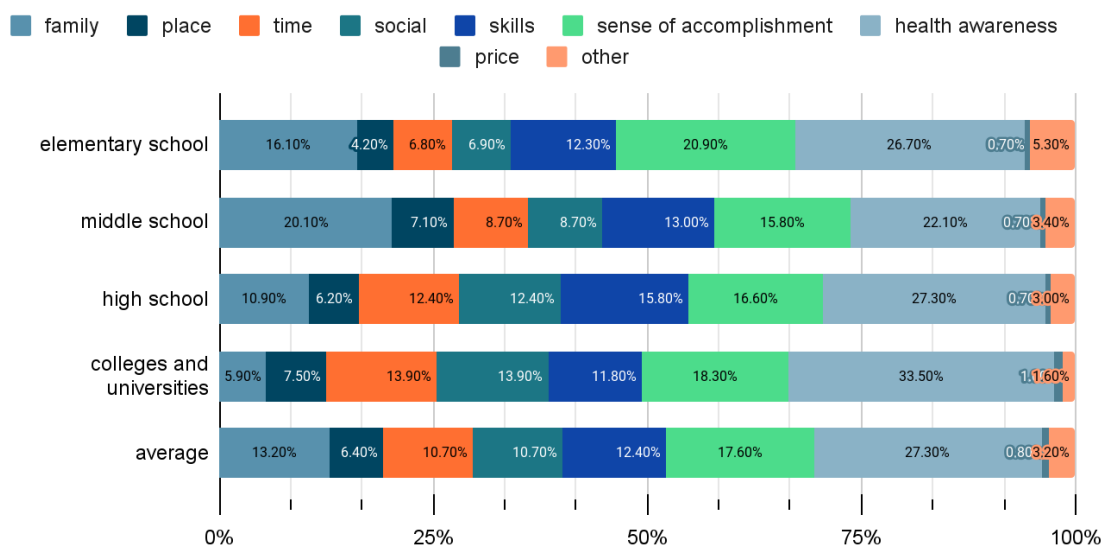
The Sport Administration of the Ministry of Education's statistics provides information on the reasons for participating and non-participating in sport clubs. Thus, the main reasons for participating in sports are the "health reasons and awareness", "sense of accomplishment"

⁸⁹ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

⁹⁰ Sport Administration, Ministry of Education. Annual reports 2005-2019 <https://www.sa.gov.tw/ebook/List?id=8&n=171> (accessed July 18, 2021).

and “parents” with 26.7%; 20.9% and 16.1% respectfully

Table 16. The main reasons that affect students' participation in sports at all levels. 2018 school year

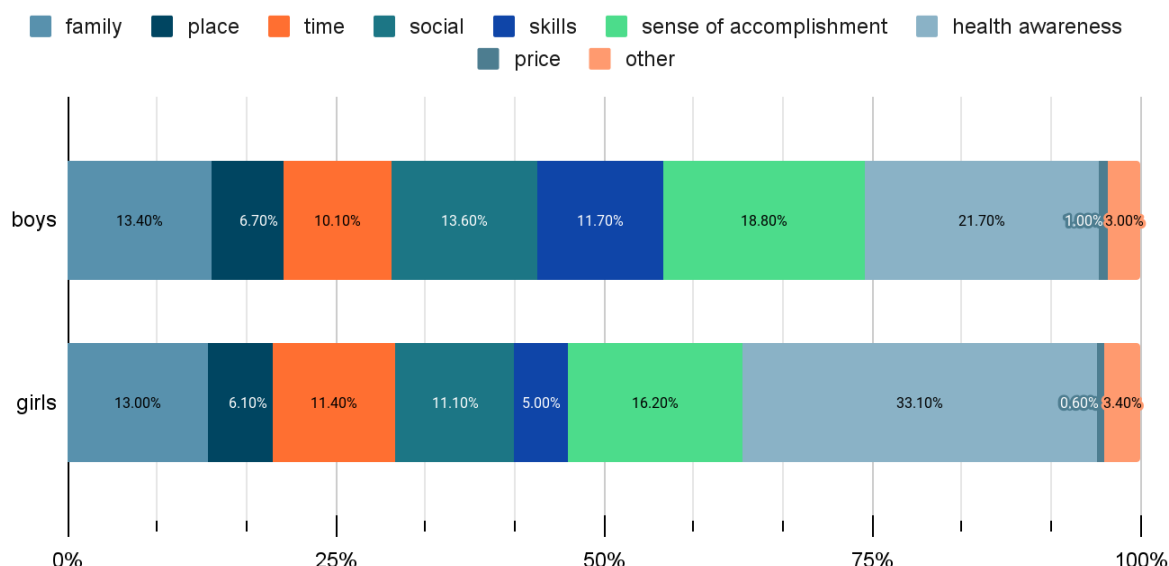


91

It is interesting to see that more girls are doing it for health reasons than boys, and slightly bigger percentage of boys participating in sports for the “sense of accomplishment”:

⁹¹ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 17. The main reasons that affect students' participation in sports at all levels. Distribution by gender. 2018 school year

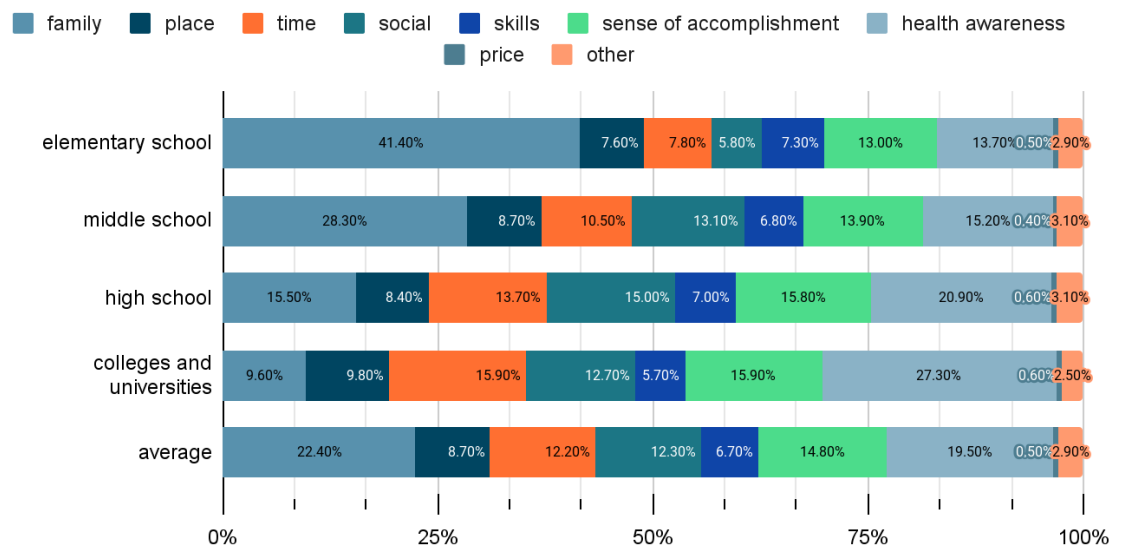


92

The visual reasons of the factors influencing participation or non-participation of children in sports, according to the statistics provided by the annual report of Sports Administration of the Ministry of education, are as follows: the question consists of 3 lanes, where students need to choose one of the reasons on each lane, making the funding split 3 ways by the importance. The annual report from 2019 provides the data only from lane 1, giving a satisfactory amount of information for this point, the Annual report from 2017, however analyses the data from all 3 lanes, and the result for elementary school students from lane 1, are at a big difference. There are 41.1% of students that answered that family has the biggest influence in sports, where in the report from 2019(school year 2018) it is 16.1%

⁹² Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 18. The main reasons that affect students' participation in sports at all levels. 2016 school year

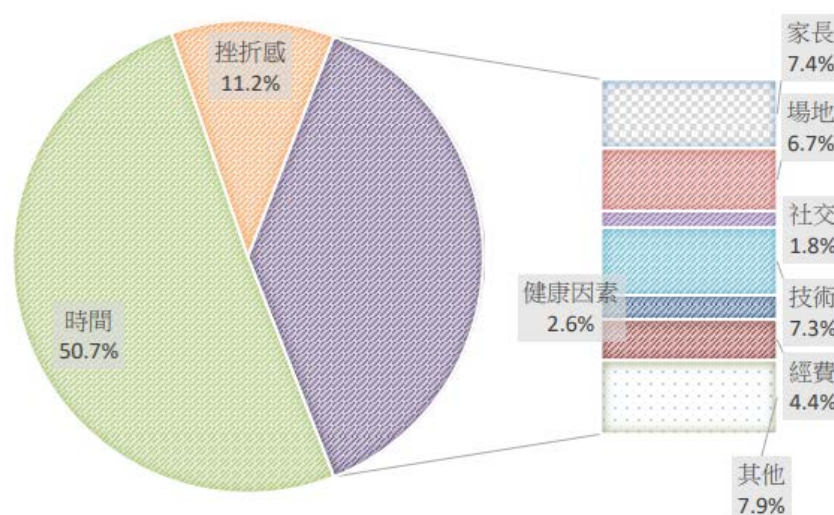


93

The main reasons for depriving sports participation are: “time” and “frustration”. Where the issue of “time” covers 50.7% of elementary school students. And the “frustration” factor is between 10%-15% for boys and girls at all levels. There is still a problem for 4.4% of elementary school students to participate in sports clubs. The majority of the clubs in schools are free of charge, and the clubs out of school are quite costly, therefore the on-campus clubs are available to the students of almost all the social status of the family.

⁹³Sport Administration, Ministry of Education. Annual report 2017. <https://www.sa.gov.tw/Resource/Ebook/636982009083391510.pdf> (accessed July 18, 2021).

Table 19. Reasons depriving from exercising of elementary school students.



(a)國小

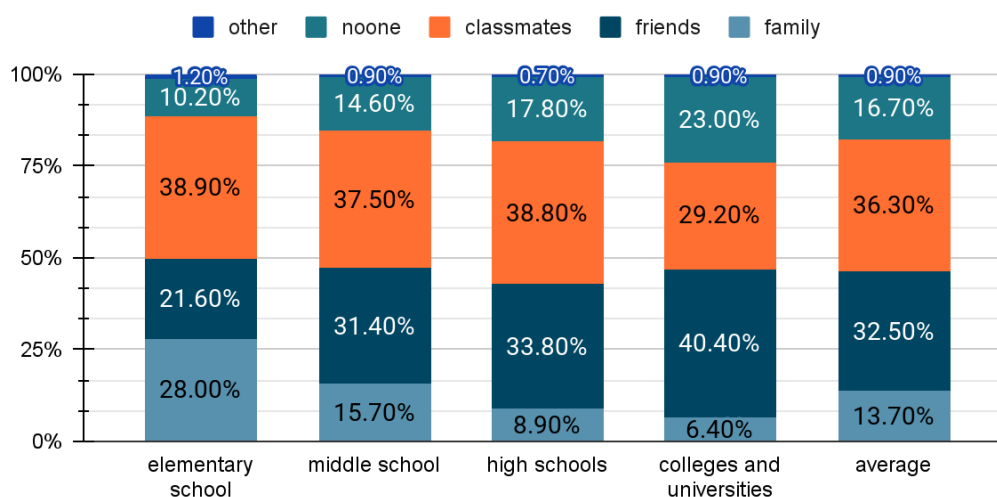
94

The Annual Report 108, differs from the previous years. It doesn't contain the information about the social influence of choosing or depriving people from sports participation. The Annual report from 2016 provides the data of priority of choice in collective exercise. The question is formed in the wave's manner, where the students can set their influence in the form of priority. It goes as follows: “您最主要是跟誰一起運動?” or: who do you mainly like to participate in physical activities with? The possible answers are: family, friends, and classmates, no one (self-choice), other. The first highest in percentage choice for elementary school students is “classmates” 38.9%, followed by family- 28% and friends- 21.6%. For the vocational time: winter and summer vacation the leadership takes “family” with 46.3% and 45.4% respectfully for elementary school students and 10.2% of elementary school students are independent in their choices. There is a visual dynamic of students'

⁹⁴ Sport Administration, Ministry of Education. Annual report. 2019 <https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

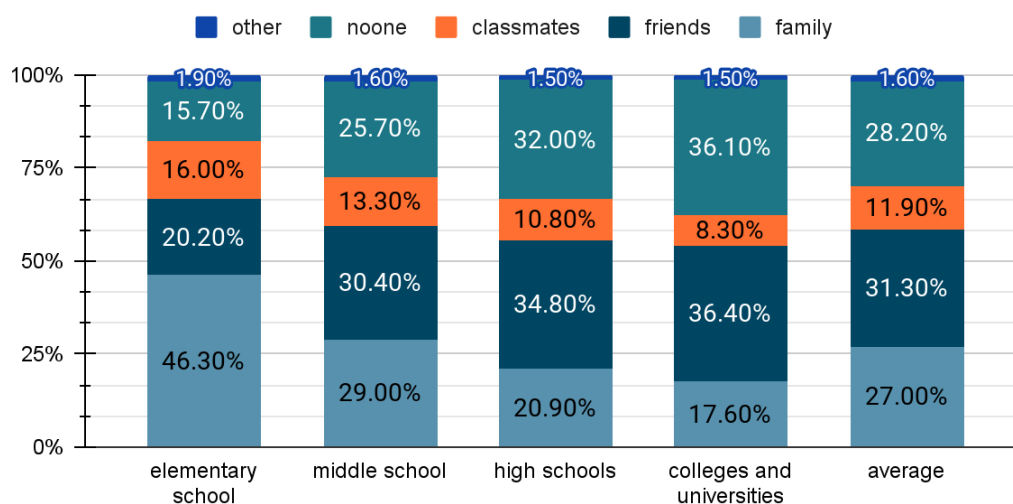
increase of independence of choice with age, and decline of family influence, but friends and classmates stay at the high peak of priority.

Table 20. Preferences in collective exercise during the school year. School year 2016



95

Table 21. Preferences in collective exercise during winter vacation. School year 2016

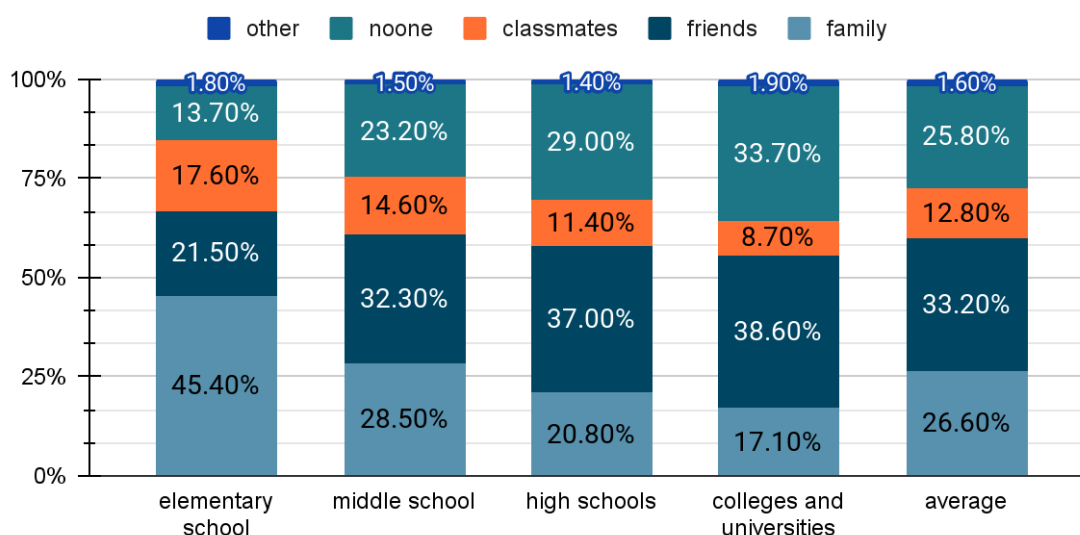


96

⁹⁵ Sport Administration, Ministry of Education. Annual report 2017. <https://www.sa.gov.tw/Resource/Ebook/636982009083391510.pdf> (accessed July 18, 2021).

⁹⁶ Sport Administration, Ministry of Education. Annual report 2017. <https://www.sa.gov.tw/Resource/Ebook/636982009083391510.pdf> (accessed July 18, 2021).

Table 22. Preferences in collective exercise during summer vacation. School year 2016



97

Students' active time.

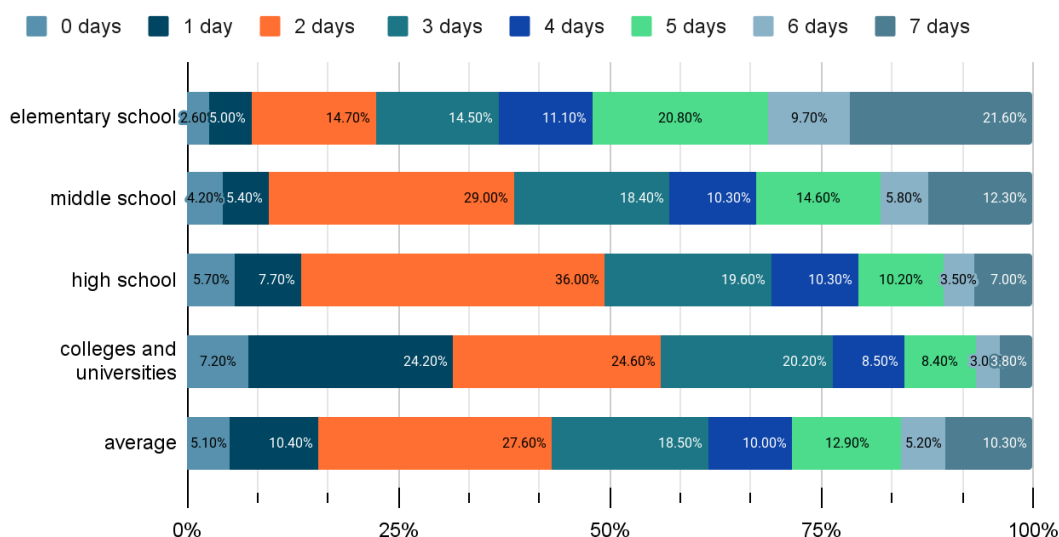
The same annual report provides the numbers of days students exercise during school semester, winter and summer vacation including PE classes at school. It was mentioned before that the average number of physical activities provided by school is 2.6 hours per week therefore, it might be roughly rounded up to 3 days. In order to look at the extracurricular physical activities, I must look closer to the more than 3 days activities. The highest rate of exercising more than 3 days a week belongs to the elementary school students: a total number of 63.2% of children are physically active for more than 3 days a week, for middle school students the number is 43%, 50.6 % for high school, and 23.7% for college and university students. However, these numbers don't match with the numbers that are reported in participating in sport clubs, that

⁹⁷ Sport Administration, Ministry of Education. Annual report 2017.
<https://www.sa.gov.tw/Resource/Ebook/636982009083391510.pdf> (accessed July 18, 2021).

might mean that students stay active for more than 30 minutes a day with either their parents, or having active outdoor time.

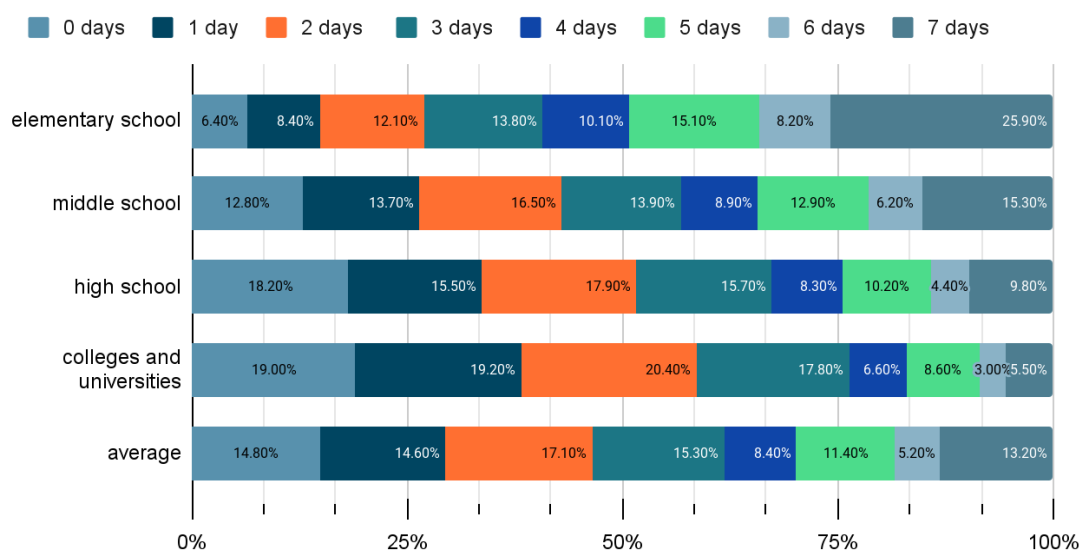
Summer and winter camps in Taiwan are held by either schools, sport centers or cram schools in the time of winter and summer vacation, sometimes there are short camps on long holidays weekends. During winter and summer vacation students stay physically active, the percentage of students exercising 7 days per week grows for every age, the total activity rate changes, the number of kids not exercising during winter and summer vacation increases roughly by 10%. I believe that the absence of the compulsory PE classes plays a big role here, the number of students exercising 2 or 3 times a week decreases, while the number of 0 or 1 times a week grows. It is visible that the number of exercising 7 days per week does not decrease, therefore active students stay active, and some of them become more active, but the change in numbers is not significant. My conclusion here will be either lack of interest from the side of children, or from the parents' side, where they might choose academic vocational camps to sport camps.

Table 24. The number of days students exercise during the school year .
School year 2018



98

Table 24. The number of days students exercise during winter vacation .
School year 2018

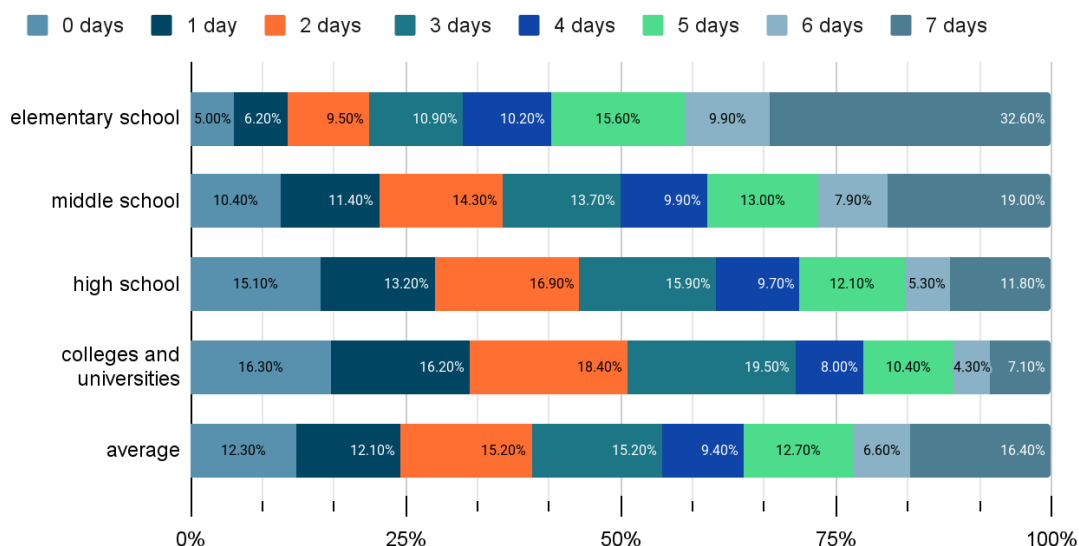


99

⁹⁸ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

⁹⁹ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 25. The number of days students exercise during summer vacation . School year 2018

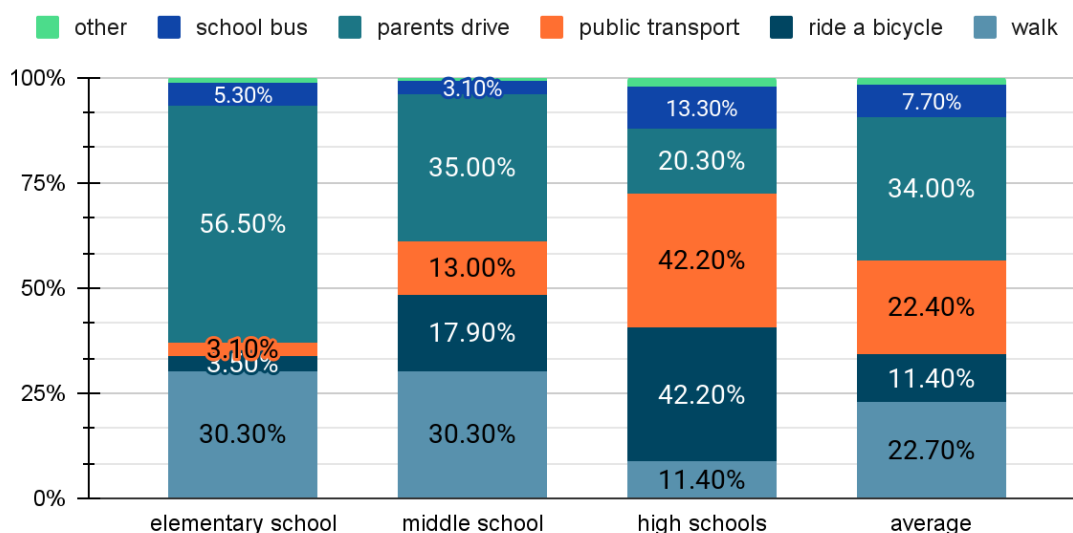


100

Another step towards a better physical fitness level is active transportation: 33.7 % elementary school students walk or ride a bicycle to and from school, 50.2 % in middle school, and 21.3% in high school. However, it must be mentioned that the majority of students live in the area of school, so walking time is a question of a considerable active lifestyle.

¹⁰⁰ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

Table 26. The percentage of students' at all level types of commute to school. School year 2018



101

The venues and facilities.

The Sport Administration of the Ministry of Education provides the data on the venues and facilities both in schools and on campuses. The government is constantly supporting and renovating facilities around the island. Moreover, it provides donations to private organizations too. The number of sport courts and supplies are increasing and the numbers are as follows:

Table 27. The numbers and the percentage of the facilities within schools.

¹⁰¹ Sport Administration, Ministry of Education. Annual report. 2019
<https://www.sa.gov.tw/Resource/Ebook/637475177067642544.pdf> (accessed July 18, 2021).

表1-6-12 整體學校設置運動場館設施之校數及比例統計表										
運動場館 設施項目	國小 (N=2,592)		國中 (N=738)		高中職 (N=511)		大專校院 (N=152)		總計 (N=3,993)	
	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比
徑賽場	2,342	90.35%	690	93.50%	419	82.00%	140	92.11%	3,591	89.93%
田賽場	1,431	55.21%	469	63.55%	287	56.16%	96	63.16%	2,283	57.18%
綜合活動空間	142	5.48%	48	6.50%	36	7.05%	-	-	226	5.66%
學生活動中心	1,140	43.98%	442	59.89%	337	65.95%	78	51.32%	1,997	50.01%
體育館	160	6.17%	163	22.09%	154	30.14%	114	75.00%	591	14.80%
風雨操場	470	18.13%	148	20.05%	99	19.37%	28	18.42%	745	18.66%
室內游泳池	112	4.32%	73	9.89%	115	22.50%	48	31.58%	348	8.72%
室外游泳池	42	1.62%	25	3.39%	43	8.41%	26	17.11%	136	3.41%
籃球場	2,500	96.45%	726	98.37%	503	98.43%	152	100.00%	3,881	97.20%
排球場	634	24.46%	589	79.81%	476	93.15%	150	98.68%	1,849	46.31%
網球場	273	10.53%	145	19.65%	174	34.05%	124	81.58%	716	17.93%
足球場	370	14.27%	166	22.49%	129	25.24%	69	45.39%	734	18.38%
棒壘球場	174	6.71%	79	10.70%	64	12.52%	68	44.74%	385	9.64%
攀岩場	168	6.48%	36	4.88%	54	10.57%	44	28.95%	302	7.56%

(接下頁)

102

The highest numbers of the equipment are: track and field-90.35% and 55.21% respectively; and basketball courts are in 96.45% of the schools.

Taiwan, especially Taipei, is a very modern city, with various sports venues and facilities. From 1998 to 2017 the number of sports facilities increased significantly, with a total number of 2,957 sports facilities being subsidized. There are 385 venues, 312 township (town, city, and district) sports venues, and township (town, city, and district) swimming pools, 146 township sports parks, and 998 community simple sports venues. There are 361 night lighting equipment in the venue, 492 bicycle lanes, and other types such as shooting ranges, sports and leisure in counties and cities. Schools on the island are also very well equipped.

¹⁰² Sport Administration, Ministry of Education. Annual report. 2019.
<https://www.sa.gov.tw/Resource/Ebook/637475158250098218.pdf> (accessed July 18, 2021).

The highest numbers of the equipment are: track-90.63% and basketball courts are in 96.45% of the schools.

There are 2.6 physical education classes per week for elementary school students, which gives roughly 2 hours of physical education per week per student, which cannot be counted as sufficient exercise time for the growing organisms. Elementary school children in Taiwan have all the opportunities set by the government to have an active lifestyle. There are a great number of parks, fields and courts around the island both in schools and out of campus. Schools and sport centers provide a number of sport clubs available for participation for people of all ages. There are also a number of private organizations that offer sport clubs in separate disciplines devoted to students of all ages. However, there are still some barriers, depriving students from being physically active and fit. The major ones that I distinguished throughout my research are: availability of free time left for active hobbies and the cultural peculiarities of the area. It is believed that academic achievements have greater priority for most of the families, therefore they give the priority of choosing extracurricular clubs to academic centered organizations. In the next section I will try to investigate these clubs in Taiwan, and try to understand the motives of choosing one or another.

Table 28. Sports involvement framework. Conclusion.

Personal abilities	Social influence	Availability of opportunities
Elementary school students age 6-12; Without	Parents: the influence from parents is significant in both encouraging. Students both chose sport clubs because of	Time: is the main issue preventing exercising. About 50% named the issue of “time” as an issue.

<p>disabilities and health issues.</p> <p>There is an issue with “挫折感” or “frustration”, that might be included in personal abilities and might be exercised.</p> <p>11.2% of elementary school students have this issue.</p>	<p>their parents, and want to participate in physical activities together with their parents</p>	
	<p>Classmates: have great influence on students of the chosen age</p>	<p>Venues: location and transportation is somewhat of an issue for some students. Less than 7% of students have an issue with the venues; There is a problem of “technology” involved that might be considered as a problem with the equipment or the venues. Slightly more than 7%, brings us to about 14% of elementary school students having an issue with the venues.</p>
	<p>Friends: the influence is not as strong as classmates’. Might be due to the age friend circle is only starting to form and the number of friends outside school might not be very big</p>	<p>Cost: cost doesn't look like a big issue on average. The cost is an issue for less than 5% of elementary school students.</p>
	<p>Teachers: no information is found about teachers’ influence</p>	



4.3 Cram schools and shadow education in Taiwan

Besides formal schools, there is a big number of extracurricular clubs both within the schools and outside of schools. In comparison with the other schools the number of cram schools is much higher. “Such a situation is most likely initiated and preserved in the society due to a cultural tradition that emphasizes students' industrious effort in studying.”

103

The number of cram schools in Taiwan is growing every year, except the last couple of years, where the number decreased approximately 1000. According to the news article “教改推動 20 年，補習班反而增加三倍？” or “20 years after educational reform, the number of cram schools tripled” from 2017, the number of cram schools in 2017 was 18,492 which is “根據教育部委託調查統計，截至 2017 年 1 月止，全國的補習班有 18,492 間，不僅比 15 年前成長 3 倍，更是目前全國超商總數量的 1.8 倍”¹⁰⁴. “Has Educational Reform Succeeded in Taiwan? 4500-Percent Rise in Cram Schools over Past 30 Years”¹⁰⁵ The article states that the number of cram schools increased dramatically over the last 20 years: “According to statistics gathered by the Kaohsiung Education Bureau on behalf of the Ministry of Education, there were 17,000 cram schools in Taiwan in 2018. This was 14,000 more than 20 years earlier” the increase in the numbers talks about the demand, values and the interest towards cram schools in Taiwan. However, going to the statistics website, the numbers of the cram schools are different, depending on the language search, and both of them differ from the

¹⁰³ Hsu Shihkuan, Wu Yuh-Yin *Education as Cultivation in Chinese Culture*. 2015, p.136

¹⁰⁴ News article 陳信佑 .2017.01.16. 教改推動 20 年，補習班反而增加三倍？

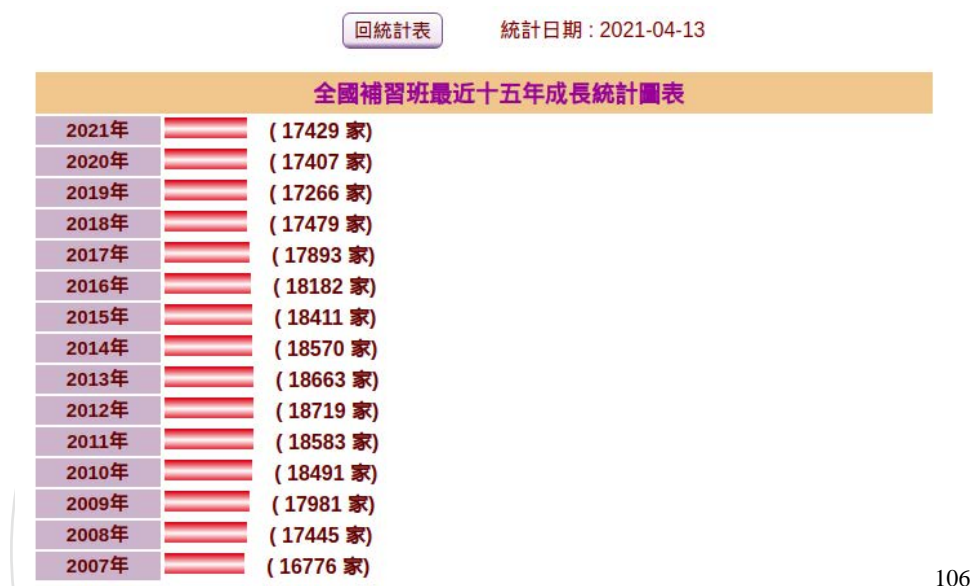
www.gvm.com.tw <https://www.gvm.com.tw/article/36384> (accessed July 18, 2021).

¹⁰⁵ News article. Li Hsun Tsai. 2020.01.12 .Has Educational Reform Succeeded in Taiwan? 4500-Percent Rise in Cram Schools over Past 30 Years. *From CommonWealth Magazine* (vol. 689)

<https://english.cw.com.tw/article/article.action?id=2639> (accessed July 18, 2021).

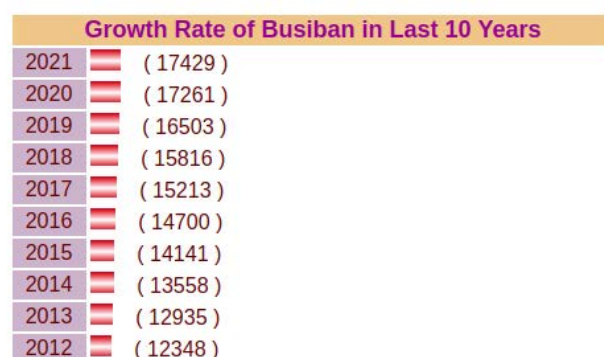
number in the mentioned article. If the search is made in Mandarin, the number of cram schools in 2017 was 17893. And if the search is made in English, the number of cram schools in 2017 was 15213. The numbers differ every year, except 2021- 17429.

Table 29. The number of cram schools in Taiwan. Search in Mandarin Chinese



106

Table 30. The number of cram schools in Taiwan. Search in English.



Date : 13/4/2021

107

¹⁰⁶ Kaohsiung City Cram School Information Management System
https://bsb.kh.edu.tw/afterschool/register/statistic_10_total.jsp (accessed July 18, 2021).

¹⁰⁷ Kaohsiung City Cram School Information Management System
https://bsb.kh.edu.tw/afterschool/english/register/statistic_10.jsp (accessed July 18, 2021).

It is important to mention that this number includes various types of cram schools for different ages. For my research the cram schools of interest are elementary school cram schools. From the following statistics table, it is visible that the highest number of cram schools is devoted to the elementary school students in every region of the country: the number of 9923 of cram schools for elementary school students out of 17429, which is 56% out of all the cram schools in the country. It is worth mentioning the purpose of the cram schools first and distinguishing the meaning. There are 2 names of cram schools, which, from my observation, are mixed and not paid attention to. There are “補習班 buxibans” and “安亲班 anqingbans”, where the first one is translated as cram school and the former one as a daycare center. Therefore, the number of cram schools for elementary school students is higher and has logical explanations.

Table 31. The number of cram schools in Taiwan of all types.

統計區間：自 1976-07-01 到 2021-04-13

統計日期：2021-04-13

全國招生對象綜合統計表													
	學齡前	國小	國中	高中	二專大專	二技插大	研究所	成人	公職人員	國四	高四	其他	合計
基隆市	4	178	27	4	0	0	1	5	0	0	0	2	221
台北市	154	1164	186	65	10	0	6	168	0	0	0	834	2587
新北市	233	904	356	17	1	0	0	21	0	0	0	1243	2775
桃園市	0	975	207	27	1	3	1	52	4	0	0	7	1277
新竹市	12	157	42	5	1	1	1	9	0	0	0	205	433
新竹縣	36	264	87	1	0	0	0	3	0	0	0	18	409
苗栗縣	1	224	62	4	0	0	3	6	1	0	0	0	301
台中市	163	1907	608	77	10	3	4	130	3	0	2	35	2942
彰化縣	4	597	310	21	2	0	1	25	0	0	1	39	1000
雲林縣	11	166	100	9	1	0	1	2	0	0	0	89	379
南投縣	2	86	26	1	0	0	0	3	0	0	0	107	225
嘉義市	14	198	28	12	2	1	1	16	2	0	0	10	284
嘉義縣	6	178	15	1	1	0	4	1	0	0	0	0	206
台南市	7	1102	208	35	5	1	3	50	1	0	0	0	1412
高雄市	298	1251	238	52	0	1	2	62	6	1	0	0	1911
屏東縣	9	142	65	3	2	0	0	6	0	0	0	193	420
宜蘭縣	2	218	52	13	1	0	1	10	3	0	0	8	308
花蓮縣	34	111	15	4	0	0	1	6	2	0	0	0	173
臺東縣	4	79	17	4	0	0	0	2	0	0	0	1	107
澎湖縣	0	9	1	0	1	0	0	1	0	0	0	13	25
金門縣	2	12	1	0	0	0	0	0	1	0	0	17	33
連江縣	0	1	0	0	0	0	0	0	0	0	0	0	1
總計	996	9923	2651	355	38	10	30	578	23	1	3	2821	17429

108

Unfortunately, it is very difficult to find the percentage of involvement of students in cram schools: the article “Has Educational Reform Succeeded in Taiwan? 4500-Percent Rise in Cram Schools over Past 30 Years” states that: “According to a survey conducted by Parenting magazine in Taichung in 2018, over 80 percent of middle school students took cram school classes during elementary school years.”¹⁰⁹; the article “Over half of senior high students attend cram schools” states that around 50% high school students are enrolled with cram schools¹¹⁰. As there is no efficient data on the number of the students that attend cram schools, it might be logical to admit that the visible domination of cram schools devoted to elementary school students suggest the higher rate of involvement.

¹⁰⁸Kaohsiung City Cram School Information Management System

https://bsb.kh.edu.tw/afterschool/register/recruiter_city_statistic.jsp (accessed July 18, 2021).

¹⁰⁹News article. Li Hsun Tsai. 2020.01.12 .Has Educational Reform Succeeded in Taiwan? 4500-Percent Rise in Cram Schools over Past 30 Years. *From Commonwealth Magazine* (vol. 689) <https://english.cw.com.tw/article/article.action?id=2639> (accessed July 18, 2021).

¹¹⁰ News article. 01.01.2016. Over half of senior high students attend cram schools. *Focus Taiwan CNA English News*. <https://focustaiwan.tw/society/201601010023> (accessed July 18, 2021).

Positive effects of cram schools.

Without positive effects cram schools wouldn't be so popular. There are obvious pros and cons in shadow education. First of all, cram schools have a positive influence on academics. Students who regularly attend cram schools tend to have better academic performance. The author of the article findings “Does cram schooling matter” state that “cram schools increase analytical abilities and increase math scores”, however “positive effects of cram schooling decrease when cram schooling hours are lengthened”¹¹¹. The majority of the academic cram schools focus on preparing students for the tests, and drilling school material that will help them achieve higher test scores.

Another positive aspect of cram schools is a positive social environment, and an enlarging social circle of students, as cram schools in the district usually accommodate students from different elementary schools, districts, social classes, etc. It will be logical to conclude that the social influence will play a role in choosing cram schools. “The classroom contexts in Taiwan have more influence than traditional neighborhood contexts for adolescents because of the great amounts of time that Taiwanese students spend in their classrooms as opposed to in their neighborhoods.”¹¹²

Most cram schools possess an atmosphere of a positive learning environment, without any distraction, supported by a number of supervisors, assisting students both collectively and individually. Cram schools give additional support for struggling students and provide different additional challenging classes, depending on the cram school, including: foreign languages, advanced mathematics, and other separate

¹¹¹ Liu, Jeng. “Does Cram Schooling Matter? Who Goes to Cram Schools? Evidence from Taiwan.” *International Journal of Educational Development*, vol. 32, no. 1, 2012, pp. 46–52.

¹¹² Yi, Chin-Chun. *The Psychological Well-Being of East Asian Youth*. Springer, 2013.p.93

subjects. From the parents' perspective, children are being watched over, taught and supervised with their homework assessments.

Negative effects of cram schools

As with all sorts of activities, everything can have a positive effect if it is done in moderation. Excessive hours spent in cram schools encourage and exercise the sedentary lifestyle, and as a result occupy the majority of students' free time that can be spent on the other hobbies and leisure activities. Elementary school children in Taiwan spend about 5 hours in elementary school daily, followed by cram schools/daily care centers on the average of 3 hours "Each child on average spent 2.78 hours per day at a daycare center or cram school, he said, adding that the average time spent by a first and second-grade student at such an institute was 2.29 hours, while third and four-grade students spent 2.84 hours and fifth and sixth-grade students spent 3.1 hours."¹¹³. The average number spent in cram schools doesn't look that bad, however there is a big number of students who spend their entire afternoons in cram schools exceeding 5 hours.

Another disadvantage of cram school can be considered the increased value of education, due to the academic competition causing the growth of stress and anxiety. As a result, can harm students' mental health, lack of releasing energy due to the sedentary lifestyle.

From an educational point of view, the overemphasis on testing, drilling test materials lead to lack of critical thinking and creativity among students. The fact of being guided and supervised during elementary school age by teachers and spending a great amount of daily hours in school and cram schools might lead to lack of independence,

¹¹³News article. Chang Tsung-chiu. 27.06.2018. Cram schools contribute to onset of myopia: study. *Taipei Times*. <https://www.taipeitimes.com/News/taiwan/archives/2018/06/27/2003695634> (accessed July 18, 2021).

problem solving among students and decrease of social connection with parents and parental involvement.

Children in elementary school are at the age that need supervision and guidance, also the crucial age of building habits and hobbies. The factors influencing parents' decision about sending kids to one of the schools and choosing a particular school might be considered important in defining the kids' character in future. The number of cram schools is talking about the demand of the market, and the value of cram schooling that is considered by the society. There are obvious benefits of cram schools for children, parents and the society in general, however there are a big number of negative aspects in this system.

The framework that has been developed for the sport club's participation, in my point of view, can be used for analyzing involvement in cram schools as well.

Personal abilities. From the point of age perspective, there are academic cram schools with the focus of different subjects available for any age. There are nursery schools and kindergartens, focusing on the foreign languages, mathematics and native language learning, elementary school crams schools, junior high and senior high, universities, separate skills and subject learning, variety of foreign languages, etc. in other words a child or adult has an opportunity to get enrolled with a cram school of a choice regardless age, gender, race or ethnicity, and personal talents: cram schools are suitable for anyone. This paper does not cover schools and people with special abilities, but can be considered for further studies to draw the bigger picture on extracurricular activities in Taiwan. Moreover, there is no tendency among parents in giving priority either to the older child, or male children, thus in a research paper "does cram schooling matter", focusing on junior and senior high school students, reveal the findings that students of both genders are in an equal

attendance of cram schools, same as a presence of siblings does not give any priority to attend cram schools by age, being an only child doesn't mean that the child will necessarily attend cram school.

Social influence. As it was mentioned before, parents are the main decision makers of the children's leisure time. In East Asian countries, the countries with the Confucian cultural heritage, the preferences of the investments in child's personal capital will have the priority of academics. The interesting aspect that was mentioned in the article "Does Cram Schooling Matter? Who Goes to Cram Schools? Evidence from Taiwan." the author states that the educational background is "the most important standard in evaluating a person's social level, while occupation and income are not that important". This traditional value might play a part in existence and valuing cram schools in the country.¹¹⁴ The great number of parents and students in Taiwan are aiming for the prestigious university, the entrance of which is limited and rather competitive, therefore forms a demand for extra support in education that is seen in cram schools. This type of effort can be seen as parental responsibility: provide the child with all sorts of possible resources in entering the prestigious university. "Chinese parents are often not satisfied with the educational resources the government provides and purchase additional instructional services so that their expenses on education are often high in proportion to income. According to official statistics, people in Taiwan save a considerable portion of their income, and about one fifth of their expenses are related to education (Department of Budget, Accounting and Statistics, 1985)."¹¹⁵ However, not only academic excellence must be considered as the main motivation in

¹¹⁴ Liu, Jeng. "Does Cram Schooling Matter? Who Goes to Cram Schools? Evidence from Taiwan." *International Journal of Educational Development*, vol. 32, no. 1, 2012, pp. 46–52.

¹¹⁵ Hsu Shihkuan, Wu Yuh-Yin *Education as Cultivation in Chinese Culture*, 2015. p.135

enrolling with cram schools. The factor of parents' social status, education and occupation plays a crucial role too. From the educational background of the family, from the authors findings, parents with higher education (master or PhD and higher) and lower education (middle school or lower) are less likely to send their children to cram schools. Some parents will choose cram schools as daycare centers, due to their occupation and lack of free time on supporting their children. The third aspect, I believe, is the cultural experience and the way of life as the whole. I believe some parents consider cram schools an inevitable part of the lifestyle, the necessary step in upbringing children, that they experience themselves and become inseparable phenomena in everyday life.

Teachers at elementary schools rely on cram schools to explain difficult material, and rely on the successful completion of homework, therefore making teachers' life easier

Peers. Cram schools' social community is vast and it seems that the big number of students go to cram school, therefore peers can have a positive influence in enrolling in a certain cram school, and on the other side can also prevent from enrolling in a specific cram school. The peer pressure can have an influence on both parents and students, where if the specific student or students are enrolled in a cram school, or if there is a big number of students involved, it can motivate the others enrollment too.

Time. From the supervision of the kids' point of view, timing of cram schools is ideal: it's a peak working time of the parents, arranged pick up from elementary school.

Cost. The cost of cram schools depends on the type of it, there are cheaper ones that can be afforded by the majority of the population, however poor families can't afford cram schools, but kids from poor

families can attend homework classes within schools. The one major finding that must be included is family background. From the author's findings in the article "Does Cram Schooling Matter? Who Goes to Cram Schools? Evidence from Taiwan.": "families with the middle income have the highest possibilities in attending cram schools"¹¹⁶, the numbers of children from low and high levels of incomes are not significantly different. In other words, children attend cram schools, no matter what the family income is. The number of schools and the demand of the market and the competition among the schools made the price rather acceptable for the majority of the families in Taiwan. The cost of the programs doesn't seem to be an overall issue in enrolling with the cram school.

The number of cram schools in Taiwan is telling the preferences of parents, students and teachers considering the out of school time the cultural heritage and the lifestyle in Taiwan created and supported the existence of cram schools and made them inseparable phenomena of students' life "As long as families are strong supporters of the "good college diploma" value, cram schools will continue to enjoy a comfortable market (Yi and Wu 2004)"¹¹⁷ Therefore, I believe from the business perspective it is not very smart to compete or change the culture of cram schools, on the contrary, it might be considered as a great niche for collaboration and improving mental and physical health of the students by introducing the novelty of experimental education.

Table 32. Cram school involvement framework. Conclusion.

Personal abilities	Social influence	Availability of opportunities
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¹¹⁶ Liu, Jeng. "Does Cram Schooling Matter? Who Goes to Cram Schools? Evidence from Taiwan." *International Journal of Educational Development*, vol. 32, no. 1, 2012, pp. 46–52.

¹¹⁷ Yi, Chin-Chun. *The Psychological Well-Being of East Asian Youth*. Springer, 2013. p.133

<p>Elementary school students age 6-12; Without disabilities and health issues</p>	<p>Parents: the influence from parents is significant and the value of academic excellence is prioritized</p>	<p>Time: perfect time of operation for elementary school students.</p>
	<p>Classmates and friends: have great influence on students of the chosen age, new friends appear because of the cram schools, peers can be a great value in enrolling in the cram schools, as the number of classmates enrolled is higher than other clubs</p>	<p>Venues: location and transportation is not a problem, due to the great number of schools</p>
		<p>Cost: cost doesn't look like a big issue on average.</p>
	<p>Teachers: influence is big for the struggling students.</p>	

4.4 Interview findings.

The paper is devoted to the problem of lack of sport participation among elementary school children in Taiwan. In a previous chapter I gave a broad view on the fact of involvement with extracurricular sports activities within the school, which is a free choice of the student to participate or not participate. I gave an overview of Physical Education classes, which are obligatory in schools. The PE classes are supplemented with the SH 150 program, which in an ideal outcome can give a child an efficient weekly exercise (about 30 min a day). From the conducted research towards the problem, we can see that the number of students choosing cram schools is slightly higher than participating in school sports clubs among elementary school students. I can draw a conclusion based on the numbers given above that cram schools, or academic extracurricular activities, including homework writing and foreign language, science and math classes, might stay in higher priority if not for children themselves but for their parents first of all. I think if sport can be combined with education, it will benefit both children and parents. From the listed benefits of sport, and more importantly sport among children. I came up with the theory that a sports club which can help you to improve academic performance, or teach valuable social skills, might have greater success than regular school clubs. I had an opportunity to participate and observe the work of several sport clubs that coach basketball. Unfortunately, I had an opportunity to interview the founder of only one club, therefore the names of the other clubs will be omitted. During the practice in these clubs the coaches and the participants use English language as a language of command, which gives a student a great practice in foreign language. Being involved in an activity and learning foreign language in such an atmosphere, is a great way to improve

foreign language. It is a proven fact that using foreign language in the “habitat” helps you improve much faster, and this “English class” will have a huge benefit among cram schools - physical activity.

Mr. Lee, the founder of Shulin Youth Basketball¹¹⁸ was eager to answer the questions and agreed on the full recorder interview. He said that he started this club for his kids, who had experience playing in the USA and by the time they returned to Taiwan, they wanted to keep practicing playing basketball and speaking English. Mr. Lee hired foreign coaches for his children, the kids in their turn invited their friends to join the club, and after some time their training grew to the regular weekend club. Mr. Lee is very patient about his club, after his children grew up, he still hosts training sessions for the young children in Shulin.

Mr. Lee says that the main purpose of his club is to teach children English through fun activities, in this case it is basketball. He believes that learning foreign language through hobbies is the best way of learning foreign language. And, in this case, sport and physical activities come as a benefit. He also talks a lot about the importance of parents' involvement in their children's hobbies, that will be beneficial for upbringing their child, and for their relationship. He adds that parents need to see their children's improvement not only in their academics but also in their hobbies. Moreover, the skills gained in team sports can be transferable to academics. Mr. Lee thinks that success in education and high academic scores are the main concern of the parents, because it leads to a successful career and life, that's why not many people exercise. He also talks about different characteristics of people, more precisely, the ability of children to study: some kids are good at studying, but some of them need alternative methods of teaching. He talks about his personal experience in

¹¹⁸ Shulin is a city in New Taipei City

learning English through kayaking lessons. He states that during his school his English grades were very low and teachers always punished him for that, but he found an alternative way of learning the language, using it as a tool of communication while learning new skills- in his case it was kayaking. Mr. Lee states that in order to get more kids involved, he needs to motivate parents first and get the parents involved in the club as much as possible. He advised the parents to be present during the practice session and he holds regular meetings for parents to discuss the kids' improvements or problems if they have some that are not only sport related, but also their social behavior.

Another point of SYB is the cost of the program. The cost per session (1,5 hours) is 350 NTD, however, they use a system of a pot, some of the parents would pay more, and some of the parents who can't afford to pay that much will pay less. Mr. Lee's purpose is not about making money, it's about making the sport and the language available for everyone.

I think Mr. Lee is covering the most important points of organizing an alternative sport club, where they concentrate on learning the foreign language first, and improving sport performance second. I believe that there are more skills to be learnt in team sports, if the program is organized and driven that way. The SYB experience can be envisioned as an inspiration model for my project in a suggestion part.

After conducting the interview with the owner of the SYB club, doing the thesis defense, the members of the commission suggested to do the follow up interviews with the parents of the club. As the period of the research falls on the June-July 2021, the outbreak of COVID-19 in Taiwan, the interviews were not possible to be conducted in person, therefore, it was decided to set a questionnaire, which 2 mothers of the members of the SYB kindly agreed to fill in. Debbie and Kelly are both

mothers of the fellow peers of the basketball club of SYB: Ian is 12 years old and Sean is 11 years old. From their answers it is visible that both of the kids enjoy being members of the basketball club, both mothers value both sports participation and education. Sean's mother says that he likes to participate in the SYB, and the reason of choosing the club is because her son likes to play basketball, where Ian's mother- Debbie said that Ian likes to participate in SYB, and particularly likes the social aspect of it: "Ian 喜歡 SYB，他在 SYB 可運動及與人互動"¹¹⁹, in addition Debbie states that it was her idea to become a member of the SYB and her son supported it. Both mothers are satisfied with the equipment, content and the cost of the program, saying that their son's both English and sports performance improved: for the question about the sports improvement Sean's mother answered: "當然有"; and Ian's mother said: "有，Ian 的籃球技巧進步很多。" Both boys are enrolled with extracurricular classes in cram schools, containing English classes and homework classes, Ian is also a member of the reading club. Sean is also a member of the track and field team in his school. Both Debbie and Kelly are aware and respect the value of sport not only from the point of physical health, but also its social and mental health benefits.

After conducting these interviews, I would like to conclude that the SYB (Shulin Youth Basketball) club can be considered as a good example of an extracurricular club. It covers the most important aspect of the sports clubs in the area, trying to combine physical activities and education, possessing good equipment, quality, and geographical position at a low cost in the area. Judging from the amount of physical activity per child per week, the club's impact can be increased by hosting training sessions more than once a week. I interviewed only 2 representatives of

¹¹⁹ The second part of the interview with Debbie and Kelly

the club, therefore i cannot have the full picture about the children's participation in extracurricular activities and their involvement with cram schools, but i think that the club is not operating for more than once a week due to the time availability of the children.



Chapter 5. Conclusion

5.1. Synthesis of the findings

The framework that was developed in Chapter 2 covers the most important parts, which creates a roadmap for studying the problem. I conducted the research and developed the framework for further investigation in order to be able to form a platform to try to fix the problems and improve sport participation in Taiwan. One of the main findings of this research was the attitude towards sport from the perspective of the children and their parents that contain mostly cultural peculiarities and preferences towards distribution of free time. One of the conclusions that I draw is: the value of education is considered to be high and stands as a main priority in choosing extracurricular clubs.

Personal abilities. As far as I can tell, there is not a visible problem of exclusion of children of different race, ethnicity and gender from sports clubs. However, the number of girls participating in sport clubs is lower than boys, I don't think it serves as a problem at this point, as usually girls tend to have less interest in sport clubs than boys. From my personal observations, usually out of campus sports clubs mostly have male participants in sports like basketball and football, and usually teams are mixed, because there are not always enough girls to form a separate team. However, I have no observational experience in different sports that are considered to be more popular among girls, for example badminton, dance classes. Being an observer of different basketball sessions in Taipei American School, I noticed that there are several teams for girls and boys that are separated. That can be explained as the growing popularity of sport for both genders which depends on the school culture and the family culture. Here I must conclude that personal abilities don't matter in this situation, and everyone has equal opportunities in this respect.

Parents. Motivation for kids to be involved in any extracurricular activities, depends on many factors. The overall findings from annual reports support arguments laid down in the framework, developed earlier, however the findings from the Annual reports did not address the issue of parental involvement in forming sport habits for children. I would suggest the Sports Administration of the Ministry of Education to include the question about parents' involvement with sport into the year questionnaire. Parents' behavior is playing a crucial role in forming children's habits from childhood, a large percentage of youth is following their parents' behavior, and some are acting opposite. The results of annual reports prove that children in their majority of elementary school children choose their sport clubs (and most likely other extracurricular clubs) following their parents' suggestions. Even in the interview, the head of SYB (Shulin Youth Basketball) says that his prior target audience is parents, then kids.

Peers. According to the annual report, the second motivators in stimulating the choice of the extracurricular clubs are peers and friends. Therefore, it is important to look at the construction of the sports clubs, and the factors that motivate kids to get enrolled, stay and drop out. One of these aspects is the overall environment, which is mostly formed by teachers and coaches of the club, with the minor aspects of the location/transportation, tuition fee, which is mostly concern for parents, rather than kids themselves. Kids and parents pursue different goals in extracurricular clubs. I believe children are motivated mostly by their peers and the quality of the exercise; some scholars highlight the aspect of fun as a major motivation for the children. The annual report from the Sports Administration of the Ministry of Education is showing in the graphs what children are looking for in sports clubs, and their values slightly change due to their age. And parents are driven by the visual

results, which can be discussed by the opportunity cost factors. Here children's and parents' wishes for the afterschool time need to be correlated.

Role models. Throughout my research I did not come across any role models that stimulate children to participate or not participate in sport clubs or cram schools.

People and communities. Judging by the interviews from the organization and observing the enrollment opportunities from other private organizations, the private English clubs are not making much difference in the overall sport situation among children. The majority of organizations are offering the weekend programs, adding only up to 2 hours a week to the existing physical activities to children. Private organizations can't compete with the sports clubs offered by school and cram school value in academic achievements of the children. For further studies, it might be valuable to compare the curriculum concerning sports participation in both public schools and private schools, such as Taipei American School and Taipei European School. I believe it will show some meaningful differences in sport participation, as those international schools use different curriculum and value sport more.

Time. Time is the most important variable and serves as a main barrier in depriving people from sport participation. According to the annual reports from the Sports Administration of the Ministry of Education, the main reason for elementary school students not joining sport clubs is lack of free time. The priority of their free time is given towards extracurricular academic clubs, or cram schools. In this case, the family's social class might play a big role, where the middle-class families prefer their kids to be enrolled with cram schools, with the reasons of a supervised daycare, with the homework governance, foreign language courses, etc. giving parents visual benefits and the value of time

spent, whether the sport clubs within schools operate on the same time as cram schools, and, obviously cannot compete with the fair. A number of private organizations organize their sport clubs in the time that is suitable for all the kids: weekends, summer and winter vacations. The actual cram school time crosses the time of the free sport clubs provided by the local elementary schools. As a result, for the sport clubs both parents and kids need to choose off campus sport clubs, which are usually costly. The cost of the program is playing a big role in sports involvement, however there are different types of sport clubs with a different range of prices. They can be divided into public and private. Usually, private ones tend to be more costly and offer higher value of the curriculum and engagement, but they cannot be available for families with different social status.

Venues and transportation. Both cram schools and sport clubs within the schools have the perfect location and are concentrated at a convenient location. As for private sport clubs, due to the low number of clubs, location and transportation might be an issue.

It was mentioned before that the academic related extracurricular schools have a wider participation rate than sports and art clubs. Unfortunately, I didn't find the actual number of students that enroll with cram schools, but judging by the numbers of cram schools in Taiwan, it will be logical to conclude that the number of students who go to cram schools is high. There is a big number of kids that attend separate cram school classes and in particular English language classes. The 3 sports clubs I had an opportunity to work with in Taiwan, combine English language and sport, which seems to be a win-win situation for both parents and kids. As SYB said, “my program has priority with the local clubs, because we use English- 2 purposes are hit”. In addition, the questionnaire conducted with two parents of the SYB club shows that the

parents appreciate both English and sports abilities improvement of their children.

By comparing the opportunities to be involved in different types of organizations, private English taught clubs have greater benefits, as foreign coaches, using foreign language, and being able to learn about foreign culture, and in some programs, the opportunity of traveling with the team to the USA. But there are a small number of these types of clubs, therefore they cover a small number of kids, and usually the cost of the program is much higher than the local clubs.

Another benefit, might be counted as a benefit is building a community of sport related people in different parts of the town. In all of the organizations during practice time is present by the parents, some of them demand parents presents. That is where the influence of parents and peers stays intertwined not only for enrollment but also of the staying within the club.

Concluding from the annual reports, interviews and literature review for these papers, topping it with personal observations, I would like to say that it is important to build a community first on the aspects of sport, with both parents and children being involved and having positive outcomes out of this experience. I believe the fact of the non-school club, which brings new and different into the community, helps create healthy out of school hobby programs, which is a sociological aspect not only for children, but also for parents. These programs might be successful by the fact of the community built for parents and kids.

5.2. Suggestions, limitations and further studies.

It is interesting to investigate how organized sport is used in different countries. Due to geographical position, climate, culture, economic status, size different countries specialize in different sports. There are a reasonable number of athletes participating in Olympic Games, world competitions, Asian Games, and local competitions. The most popular sports in Taiwan are basketball, badminton, baseball, track and field, Ping-Pong, soccer etc. However, in recreational sports, the number of kids is very low. It must be mentioned that it is almost unrealistic for the majority of kids to aim for elite sport and become a competitive athlete thus there is a great number of people who concentrate in achieving financial and personal success in other directions. There is a big number of people who know about the benefits of sport in society, but neglect them, or are not aware of the vast range of benefits that recreational sport can bring to people. In this chapter I will try to come up with a project that helps understand people, parents and their children, (but not necessarily) that sport and different physical activities can be beneficial if they are set with the purpose.

The findings from my research will serve as a leading guide in highlighting the points that are peculiar to the area. For example, devotion to education can be worked on through sport clubs too, educating and pointing out the soft skills directly; offering passive foreign language learning through sports activities; talking about psychological benefits of organized sports and of course the health benefits. In this case, perhaps, if the project is orientated on educating and implying benefits of sport it will be more structural and easier to follow from both sides. I believe that my research might be helpful for creating a platform, a niche for further development of children's sport on the island.

The research shows that the most important aspect that must be taken in consideration is the aspect of time. Elementary school kids tend to spend the majority of their free time at cram schools, therefore if you want to target the majority of kids, the time for sport should be either after cram school time, during cram school or on the weekends. I believe that the project is better off being flexible and constructed in the style of workshops, so that it can be offered and tried to be implied with the private organizations, cram schools, or governmental organizations.

Children all over the world are facing a decrease in daily physical activities. Taiwan is not an exception, on the contrary Taiwan is showing low results of physically active and fit youth on the world scale. I believe there are different factors influencing physical inactivity, such as cultural values, geographical position and climate, technologies and leisure time, etc. There are elite athletes, representing Taiwan in international competitions in various disciplines, but leisure sport still seems to be the priority of the seniors. It is a common knowledge that sport brings health benefits to the youth in building muscles, strengthening bones, exercising cardiovascular muscle, maintaining healthy weight etc.; it also can improve mental health, social skills, academics and more. In addition, the World Health Organization suggests that “Children and youth aged 5–17 should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily.”¹²⁰ That will benefit their health.

The main purpose of the paper was to find out if the participation in physical activities among elementary school children is a problem in Taiwan, and as a follow up face the problem by trying to come up with a possible solution. I believe that 100 percent of children can enjoy the benefits of sport, and the task of the project is trying to create this

¹²⁰ The World Health Organization website <https://www.who.int/news-room/fact-sheets/detail/physical-activity> (accessed July 18, 2021).

opportunity, create a motivation not only for children, but also for their parents and government. I am aiming for the project to be orientated on already exciting clubs and organizations, and act as a collaboration link between sport and education with a possibility of functioning independently as well.

I would like to put my main focus on educating both parents and their kids in possible benefits of physical activities. From my research conclusion it is visible that the majority of people in Taiwan praise the value of education, or believe in the inevitable benefits of long studying hours. Parents are playing a role as decision makers of the child's free time, giving priority to the academic clubs that might serve as a tool of enriching the human capital of the child, however with extracurricular academic clubs and cram schools usually occupy the majority of the children's free time, giving a little or no possibilities in trying sport clubs, art or music schools on the regular basis. There are obvious benefits in cram schools and academic clubs, and as sports, these clubs can, but not necessarily, be advantageous to students. These schools and clubs will bring more benefits if they are managed well, orientated on improvement, and face children's needs and priorities. In Taiwan, cram schools have become an inseparable part of the culture, and I think it will be difficult to compete with them over the students if I want to attract as many students as possible to physical activity classes. I suggest keeping in mind these kinds of schools and work along with them and respect the competition.

As it follows the importance of education and academic progress must not be ignored, on the contrary it is necessary to pay attention to it as it is important for many students and their parents. My point is to find different ways to boost and exercise academic achievements. In my project I would like to combine both education and sport, introducing and orienting on teaching soft skills and life values through sport. I would like

to highlight the purpose of the project as creating awareness of benefits of physical activities and combination of learning soft skills. I want to teach students about transferable skills that can be learnt through sport and transferred to life situations.

The main barrier for sport participation, according to my research, is lack of free time for elementary school students, the priority of the academic clubs. I'm not saying that academic clubs and cram schools should be omitted completely, I think that Literature the amount of time orientated on academics can be shortened and broken down to the sessions, where children can get distracted, reverse their thinking towards different activities, which will make the study more productive. The minor ones will be the cost, place and transportation, social relations, and interest in the sports clubs. In order to make the project attractive to the different society groups, I must consider all these matters, making the program available and easily reachable to all the children.

The stage of initiation consists of project charter, which describes the project objectives and project purpose.

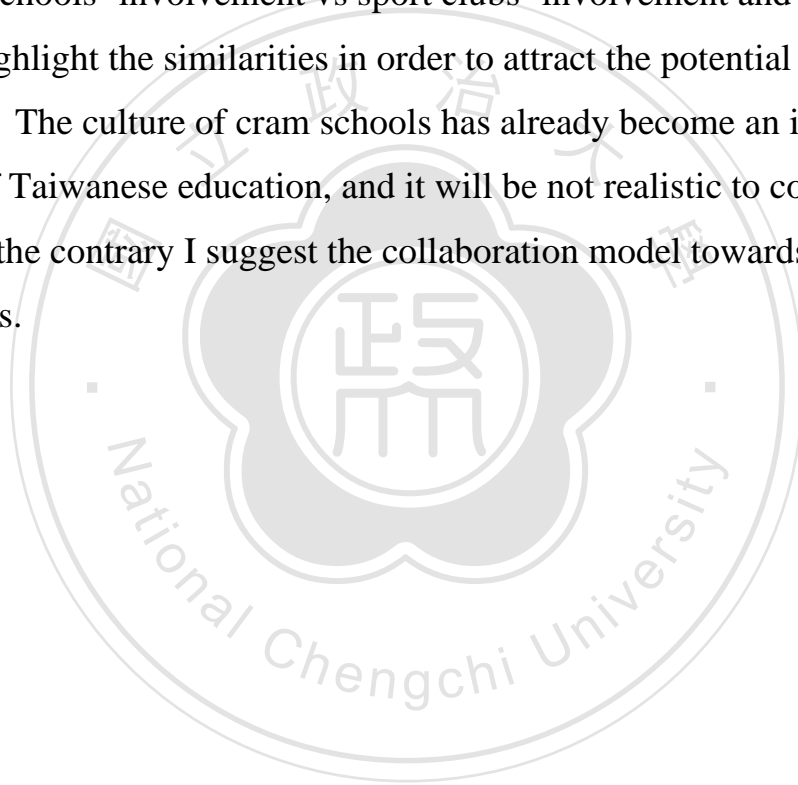
Project objectives: create a sport club opportunity for elementary school children to have more physical exercise during the week and support the exercising with learning soft skills, language and psychological benefits.

Project purpose: the purpose of the project is to introduce more children to physical activities and motivate them to value sports and physical health, in addition teach both children and adults about transferable skills.

The last chapter of the paper, that covers the solution to the problem has its framework too: it is the same framework, developed from the research, but modified to satisfy peculiarities of the region and orientated on developing a business strategy for the club, that meets all

the barriers of staying away from sport clubs. in order to highlight and attract more children into participating in sports. I suggest the set-up change for the child centered activity. However, it is important to encounter parents' interests too. Both kids and parents have different understanding and perspective about sport programs. I think it is important to include the graph of motivation for both kids and parents, investigate it deeper, and meet the concerns that are shown by both of these groups. It will be interesting to compare the layers of motivation of cram schools' involvement vs sport clubs' involvement and later adjust and highlight the similarities in order to attract the potential participants.

The culture of cram schools has already become an inseparable part of Taiwanese education, and it will be not realistic to compete with it. On the contrary I suggest the collaboration model towards cram schools.



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Appendix

Interview transcript. All the grammar is saved

Tuesday May 4th. 2020

Interview questions

1. Can you give me a quick overview of your organization?
2. What are the main principles and ideas of your organization?
3. Why do you specify your clubs by teaching in English?
4. Do you have international experience in coaching/ playing/ handling business in sports? Is it different in Taiwan?
5. What is your opinion about the youth sport situation in Taiwan?
6. What is the age range of the kids participating in your club?
7. What is the gender ratio of the participants?
8. What is the overall health condition of the children?
9. What is the race and ethnicity distribution of the participants?
10. If you are familiar with the families of the participants, what is the family members' attitude towards sport, what is their level of involvement with your club?
11. Do you, your coaches, and the children themselves relate to any celebrities as role models?
12. Are you aware of who or what influenced participants in choosing this particular club? (Peers: classmates, friends, etc.; family members; teachers; others)
13. What is the cost of the program?
14. How can you describe the condition of the equipment in your program?
15. Is the location of the club easy to reach? How do children get to the practice?
16. When do you set your practice? What are the reasons for choosing this particular time?
17. What is the percentage of the children who get involved (new participants), continue and dropouts? (per season/month/school year)
18. What are the main reasons for dropouts?

19. Who is your target audience? (Gender, social class, location, preferences in sports)

20. What is your goal for the students? (Recreational or professional sports?)

21. Why do you think children get involved with your club? What do you think is the main motivation for children and parents?

Grammar and style are saved: Q:(Question); A:(Answer)

- Q: How long have you been doing business? How long has your organization been going?
- A: 5 years. After that, I came back to Taiwan. From 2015
- Q: How does it feel managing this business?
- A: First time I created this organization not on purpose. My little son Jet came back to Taiwan, i wanted him to fit in fast. I asked him, how can I help him to fit in, and he said he wanted to continue to play basketball, but he didn't have any friends here, and even he played with some local kids in public school here, that was different from when he was in the US. So I applied for the coach, American coach to play with Jet for a while and someday a mother local here and he see, I think he met me with Jet and foreign coach to play basketball curious about that and then he asked me let kids join us to improve kids' English. And I said ok we can try, and then 1, 2, 3, more kids come to play with Jet together, they had the same purpose to learn English with foreign coach
- Q: So in other words they wanted to improve English while doing something fun, right? How old was your son 5 years ago?
- A: He was at grade 9
- Q: Was he playing in the USA a lot?
- A: 2 years. Actually when we went to the US he joined the basketball team there, he also wanted to fit in the US culture, for the same purpose.
- Q: So you started with the middle school kids, how did you switch to the younger kids? How many groups do you have now?
- A: Just one
- Q: Are they all the same age?
- A: No, different age. It is a little bit difficult for us, but everyone can understand and especially big kids like to take care of little kids. That is very

great, actually some parents told me that in our group they see different with another group, they take care of each other

- Q: So it is like building a community through sport. I know that couple of years ago you had several groups of different levels
- A: Yes, we had different levels, that's why we hired more coaches. When we started there was only one coach and then 2, and then we had 3 coaches.
- Q: What was the maximum number of kids
- A: Twenty more
- Q: How many kids are there now?
- A: We don't have a maximum number. If kids want to join us we are very welcome, I just need to consider if there are too many kids. Especially we are not learning the sports skill on purpose, we need one coach, one coach cannot take care of too much kids, because we are talking and listening
- Q: So your main focus is speaking and listening rather than basketball?
- A: Yes of course
- Q: What are the main principles of your program for coaches and kids?
- A: First purpose is the language, and the second one is when we contact with those parents, we get the feedback from parents, maybe we can join some competitions, make kids more motivated, maybe the city government make the games, and we can join the games to get some price, so we join the competitions.
- Q: Who organize competitions? New Taipei city, or Shulin?
- A: Actually those games are for promotion. Counselor man, lawmaker. They want to get people to vote for them, they have to cause the public. Last year we made summer camp with counselor lady
- Q: Did you get new kids from this camp?
- A: Not really, because some of them, when they make the camp some kids come to here cuz. This problem is related to Taiwan. I think Taiwan's parents are not like the US. when we live in US parents come with kids. In here Taiwanese parents, it's just my feeling, they put the kids to after school, buxiban, or put kids to our SYB(Shulin Youth Basketball) they don't want to come with kids and (close to/ cause to ?) to see their kids situation with another kids. Actually in the US parents do that, you can see your kids in the group, what is your problem when your kid is with group, maybe some kids

always bully, or some kids always be bullied, so parents can see the situation about their kids. Here its different, parents don't join their kids together especially in sports

- Q: Do you think it's a problem for kids or for parents? So kids should be more independent, if parents are not watching. If a kid for example wants to join the club of their like, will parents support this idea? Or they will
- A: I guess some of the parents, I don't know how to explain about this even I'm Taiwanese, and people always say our family is more important, better than western, but on this point no.

In Chinese culture family comes first, when it comes to kids' education and interests it's very different

Taiwanese parents even they raise their kids whole life they really don't know their kids, even their personality. My wife is a teacher. Some of the kids they doing very bad things, you can see on our news they kill other kid. On TV parents say he was very good kid, but they don't know. The kid become bad kid not in one day or two days, the parents the kids distance is very far.

Bullying problem are everywhere. But on the basketball court you can see your kid always bully other kids or being bullied. I mean that behavior. Some kids don't want to cooperate with team, they just want to show himself, you will know your kid, and he is always complain their team member. He doesn't check himself, maybe he is too aggressive he doesn't give the chance to their team member. It's also the age of the kids. They are pretty young and they are learning how to share more and it's a team sport and I think you need to go through stages of sharing the ball and to play with a team instead of blaming someone. That's what kids should understand through coaches or parents or their friends and teammates, they need to talk to each other to understand it.

When we talk about this stage, I also think about when we live in US, when kids want to apply to the university, the teacher will look at not just your grades, but they also check if you had join some teamwork sports, at high school you will get more credits. But in Taiwan the university not really look at this point, also parents too. Why we need to look at this teamwork, because some kids do very well himself but he just look at himself, doesn't look at another members, so when this kid go to university, even after university they into their job, their performance will not very well, cuz he doesn't know how

important is the teamwork. So when I open this organization, sometime I call parents to the meeting, or party here, we talk together about those problems.

- Q: Did you talk about the involvement part, how is it important to be around?
- A: Some of the parents know and they look very serious about this point, some of parents still keep distance. Its not only important for parents to see kids, it is also important for kids to see parents and to be approved by parents. Even if they play bad or good it doesn't matter, you need to see some friendly face from the house to be encouraged to play better, and i think it also builds a good connection between parent and kids, you become closer if you have this interest together,... maybe it can be transferred to school. Usually parents care about grades, and this improvement you need not only from education but also from your hobbies or something you do on the side.
- Q: What do you think about the situation of sports among kids in Taiwan?
- A: I think it is because our culture history, maybe 2000 years ago, if you want to get a good job, you need to get high education, so parents encourage kids to study, that is their first one purpose, but now in the modern age people knows that it's not just one way to get the purpose, but we still keep this kind of thinking in peoples mind, parents also encourage kids to get a good education, if you tell them “yiqilou ?” is very good, for “yiqilou ?” Is whole life, but do you think you can raise that kind of kids that is just one yijulou, no second “yiqilou ?” They still think go to school or to university is the only one good way to get a fantastic life.
- Q: There is big test for kids in every grade to get ready to in different subjects for different ages and you need to pass it with a really high score to get through it. Do you think you need to study in buxiban for this test you can get it by yourself
- A: When I was a teenager I always go to the buxiban but it didn't help me, not even 1 point, cuz kids have different personalities, some of the kids maybe if you give the pressure and especially punish that works but for my personality that will get the rebound, i will hate that teacher and I cannot study with that teacher. That is why my English in my whole life was never pass. My first English teacher punished me a lot.
- Q: That's all about motivation, right? What motivates you to study?

- A: Now we talking in English i get this skill to speak just because I was 31 I met an American coach, the kayak coach. And i really like doing kayaking and I learn kayak with that coach.my purpose was to learn how to kayaking, but I need to learn it through English, that pushed me try my best to understand what he say.
- Q: Do you think you can learn English faster if you do something you like? How long have you been learning kayaking with this coach?
- A: Half a year, and i learned how to do kayaking and my English also improved. But in school i learn 10 years English but I cannot speak anymore. That is why in my experience, you can push them to study English on the class, and some kids are not. We need to create another way for this kind of kid. SYB the one purpose for that kind of kids learning English.
- Q: What do you think? Who do you need to motivate first: kids, parents or both?
- A: I think parents first, cuz for kids especially teenager they still controlled by parents, so if parents cannot be motivated, the kids will not join.
- Q: So how do you motivate parents? What do you say, how do you sell the program?
- A: When the parents bring their kids to court, i tell them the first condition is you need come here every time with your kids, some parents say no I cannot, I say ok that's why your kid cannot join us, cuz your kid come here, and you don't come with your kid, your kid improve will not very well. So the first condition, the parents want to come with them. Maybe they join, the come first time second time, and parents not really every time comes and I will have some kind of party / meeting. One of our kids parents owns buxiban, she really help us to, when she knows what is our purpose and kid wants to join, she send the kids to our program, she has space for us, i ask parents to come to this kind of meeting, we always go to their buxiban.
- Q: What do you have meetings about?
- A: In school we have parents meeting, the same purpose. We talk about kids, how much their kids improved, how to help their kids to improve when they at their home, maybe we can tell parents more encourage don't punish, talking about kind of parenting skill. Sometime we have party here, they barbeque

outside, parents sitting here and looking outside the kids play together, , we can see those kids behavior

- Is it difficult to gather together both parents, kids, and coaches?
- Is it the same in Russia? Busy parents? In Taiwan, Japan Korea parents need to work to get double income. In the US not both parents get to work. In Taiwan parents do double job and sometimes jiaban. I got experience when i lived in th US for both of my kids. Jet or Alex. Inside the team, kids from Mexico, from Italy, Korea, so you can see the kids' family's different culture. Mexican family 1 kid and who comes to cheer. Grandma, Grandpa uncle , aunty cousins, more than 20 people, Italian also, but Asian if your parents come it's very good, no one comes cheering. That's why when there is practice, parents always come, and they will buy snacks. When they finish practice parents give everybody snacks and maybe beverages to encourage every kid to join a lot. I do the same things. I'm weird Asian (laughs) Asian parents don't do that. But sometimes I am really sad, cuz some parents think that I do it with purpose to make money from them.
- Q: What is the cost of your program?
- A: If the pay is enough to pay the coach, even if it is shorter, i will take my money from my pocket. Every month we put the money, we set an account on FB page
- Q: So kids pay per month, right?
- A: Some kids pay per time its ok, but some kids I know their condition is not s good, so I will pay for them.
- Q: Do you try to make money for yourself?
- A: For this point. One time when we had summer camp in Gym, you know the gym make some activity in the gym. They are making business and I'm not. The person at the gym asked me why we are doing so well and we have many kids. I say it's because my purpose is not make money and yours is. And after the summer they refuse SYB to have classes in gym, because they cannot compete with me. Even parents come to see and they put kids to outs and they don't want to put kids to theirs, because our coach is foreign, who speaks English, and they are just learning basketball skill- 1 purpose, and if you join us- 2 purpose: learning English and basketball. So that sport center reduced our apply after that summer.

- Q: Are they more expensive?
- A: Yeah, I don't know how much
- Q: How much kids pay in your program?
- A: One month one thousand
- Q: Do you need to pay for renting the court?
- A: It's free. Because before I am parents associate chief, I get good relationship with school, especially the principal I told the principle I want to do this kind of charity association and he gave me no fee time.
- Q: Why girls don't join your basketball program?
- A: First problem I believe is the culture. Girls should be doing more house work, don't be too strong, cuz man will not like you, Some girls want to join us, they come 1 times 2 times, not too many girls so the will stop. And especially basketball we get a lot of body contact.
- Q: Do you know about role models or celebrities that kids and coaches are talking about
- A: Jeremy Lin, Chien-Ming Wang
- Q: How is the condition of the court?
- A: Compared with when I was a kid, now condition improved; comparing with the US the quality is not good
- Q: Do you have other equipment?
- A: I bought the ladders, cones etc. form the internet, or ask friends from US send to me.
- Q: Is it difficult for some kids to get to the court?
- A: Yes, we had, the parents hope their kids can upon us, but in their neighborhood there isn't such an association like SYB. So they would go from Banqiao¹²¹. Oh its so far away from here. All other are from Shulin, they walk or come by bicycle.
- Q: Do you know how many kids join and how many drop out?
- A: I think we have got 2 times that kids change a lot. First stage is kids like Jet, they get friendship, but when they are into university, switch a lot of kids. Form 15 10 in university they quit and their friends quit as well. For the younger kids- second stage. I think they will drop out by high school and if not

¹²¹ Banqiao is a district in New Taipei City, which is relatively far from Shulin

then by the university. Some of the kids will drop out by the junior high school, cuz parents think they need to prepare for high school testing, and if they still stay, they maybe drop by high school

- Q: What do you think is the main reason to drop out
- A: All parents' ideas to study more and stop playing basketball.
- Q: You have the practice only once a week on Saturday, right?
- A: Yes. some parents say oh my kid can't join today because they need to study in buxiban English (laughs) buxiban helps kids prepare for exam, just paperwork, not talking. They are right if they want to improve their grades fast, but if you want to build foundation of English you need to practice speaking
- Q: What is your target audience by gender social class
- A: Gender- both. Social class- both, but if we want to help some low income family we need some high income family to give the foundation more money, to balance. Some parents say they don't want my money to help that, they want to arrange the balance themselves. They pay more if they want, we don't push them. When parents learn what we are doing and they trust me.
- Q: What is your goal for the kids?
- A: I hope they can know my purpose, I want to help low income family kids,
- Q: What do you think why do kids join your program
- A: Learn English. Some kids are really disappointed about their studies, and when they learn about my experience, I tell some day you can speak very good English if you find the way you are interested in, like joining SYB. English as a tool.

The second part of the interviews.

July 10th 2021. Kelly. Kelly is the mother of one of the participants of the Shulin Youth Basketball club. Her son Sean is 11 years old.

1. Why did you choose to be a member of SYB? Whose initiative was it? (your kid or parents)

你為什麼想要參加 SYB? 是誰的主意(父母或是孩子)

A:孩子喜歡打籃球

2. Did anyone influence your choice to be a member of SYB? (friends, classmates)

有沒有人影響你選 SYB? (朋友/同學)

A:沒有

3. What is your opinion about SYB?

你覺得 SYB 怎麼樣?

A:它像是一個大家庭

4. Does your son/daughter enjoy going to SYB practice?

你的孩子喜歡參加 SYB?

A:喜歡

5. Do you think your son's/daughter's English improved?

你的孩子的英文程度有沒有進步?

A:有了開口用英文溝通的勇氣 聽力增強非常多

6. Do you think your son's/daughter's sports performance improved?

你孩子的運動有沒有進步?

A:當然有

7. Does your son/daughter attend cram school? If so, how many days per week; how many hours per day? What kind of classes?

你的孩子有沒有參加補習班? 有的話, 每一個

禮拜有幾次, 每一天有幾科? 哪一種的科?

A:1.有 2.週一到週五 3.輔導學校的課為主 4.補習英文

8. Is your son/daughter a member of other sports clubs?

你的孩子有沒有參加另外別的體育俱樂部?

A:參加田徑隊

9. What do you think about the cost of the club?

你覺得 SYB 的费用怎麼樣？

A:非常的便宜

10. Do you think sport is important for children?

你覺得運動對孩子有什麼影響

A: 影響非常的大 1.訓練專注力 2.接收指令轉換成行動的能力 3.訓練協調力.

抗壓力.持久力 4.大腦的思考力

11. What is the ideal number of exercises for children per week in your opinion?

你覺得小孩子每一個禮拜要運動幾次？

A:每天都需要

12. What do you think about the condition of the equipment of the club?

你覺得 SYB 的設備狀況怎麼樣？

A:可以接受

13. What would you change in SYB?

你覺得 SYB 要改變什麼？

A:制度化

The second part of the interviews.

July 10th 2021. Debbie. Debbie is the mother of one of the participants of the Shulin Youth Basketball club. Her son Ian is 12 years old.

1. Why did you choose to be a member of SYB? Whose initiative was it? (your kid or parents)

你為什麼想要參加 SYB? 是誰的主意(父母或是孩子)

我想要參加 SYB，是我的主意，當然我在參加前也問過 Ian 的意見，我想要參加 SYB 是因為這是一個很棒的團體。

2. Did anyone influence your choice to be a member of SYB?
(friends, classmates)

有沒有人影響你選 SYB? (朋友/同学)

有，是我的朋友介紹我參加的。

3. What is your opinion about SYB?

你覺得 SYB 怎麼樣?

我覺得 SYB 是一個可以讓孩子學習英文及籃球的團體，還有在 SYB 也會讓孩子學習如何與人相處，因為籃球是個團體活動，人與人之間的合作是非常重要的。

4. Does your son/daughter enjoy going to SYB practice?

你的孩子喜歡參加 SYB?

Ian 喜歡 SYB，他在 SYB 可運動及與人互動。

5. Do you think your son's/daughter's English improved?

你的孩子的英文程度有沒有進步?

有，Ian 的英文愈來愈好。

6. Do you think your son's/daughter's sports performance improved?

你孩子的運動有沒有進步?

有，Ian 的籃球技巧進步很多。

7. Does your son/daughter attend cram school? If so, how many days per week; how many hours per day? What kind of classes?

你的孩子有沒有參加補習班？有的話，每一個

禮拜有幾次，每一天有幾顆？哪一種的顆？

Ian 參加英文補習班，一週 4 小時；他也參加數學補習班，一週 3 小時；還有畫畫班，一週 2 小時。

8. Is your son/daughter a member of other sports clubs?

你的孩子有沒有參加另外別的體育俱樂部?

沒有。

9. What do you think about the cost of the club?

你覺得 SYB 的费用怎麼樣？

我覺得 SYB 的收費相當的便宜，非常感謝 SYB 並沒有收取很高的費用。

10. Do you think sport is important for children?

你覺得運動對孩子有什麼影響

我覺得運動不只可讓 Ian 變得更健康，還有最重要的是可讓他學習如何與人相處合作。

11. What is the ideal number of exercises for children per week in your opinion?

你覺得小孩子每一個禮拜要運動幾次?

我覺得小孩子每天都要運動。

12. What do you think about the condition of the equipment of the club?

你覺得 SYB 的設備狀況怎麼樣?

我覺得 SYB 提供的設備、課程都非常好。

13. What would you change in SYB?

你覺得 SYB 要改變什麼?

我希望可改變場地，多增加上課地點，讓更多想運動的小孩子都可參加。

Tables

Table 1. The Percentage of Elementary School Students who are overweight or obese.

表2-5-4 國小生過重及肥胖的百分比

Table 2-5-4 The Percentage of Elementary School Students Who Are Overweight or Obese

單位：百分比 Unit：%

		依性別分 by sex		
		計 Both	男 Male	女 Female
民國100學年度	2011-2012	29.3	33.2	25.1
民國101學年度	2012-2013	29.8	33.7	25.6
民國102學年度	2013-2014	30.4	34.2	26.2
民國103學年度	2014-2015	29.0	32.8	24.9
民國104學年度	2015-2016	28.7	32.4	24.7
民國105學年度	2016-2017	28.1	31.9	24.1
民國106學年度	2017-2018	27.6	31.3	23.6

資料來源：教育部國民及學前教育署。

備註：BMI標準係依據2013年衛生福利部公布之「兒童及青少年生長身體質量指數(BMI)建議值」。

Source：K-12 Education Administration, Ministry of Education.

Note：Overweight/obesity were determined by "Recommended Body Mass Index (BMI) for children and adolescents" which was issued by the Ministry of Health and Welfare in 2013.

Table 2. Possible choices of extracurricular activities, identified by myself

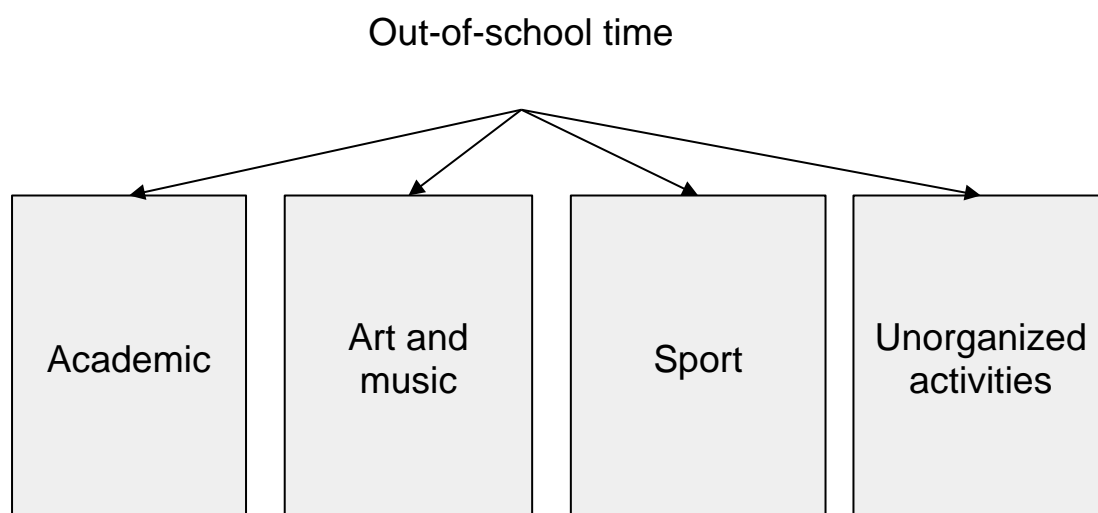


Table 3. Framework.

Personal abilities:	Social influence:	Availability of opportunities
<ul style="list-style-type: none"> - Age - Gender - Health, - Ethnicity - Race 	<ul style="list-style-type: none"> -<i>Family</i> Social status, occupation, attitude towards sport, time -<i>Teachers</i> Attitude towards sport -<i>Peers and siblings</i> -<i>Role models</i> 	<ul style="list-style-type: none"> -Time -Transportation -Equipment -Money

Table 4. The number of PE classes per week for students of all ages and distribution by gender.

Table 4. The number of PE classes per week for students of all ages and distribution by gender.

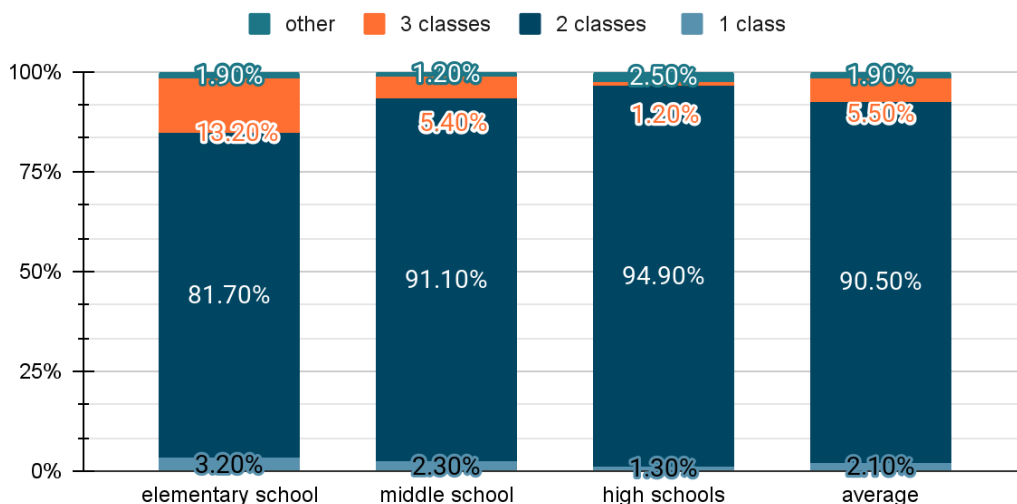


Table 5. The number of PE classes per week for students of all ages and distribution by gender.

Table 5. The number of PE classes per week for students of all ages and distribution by gender.

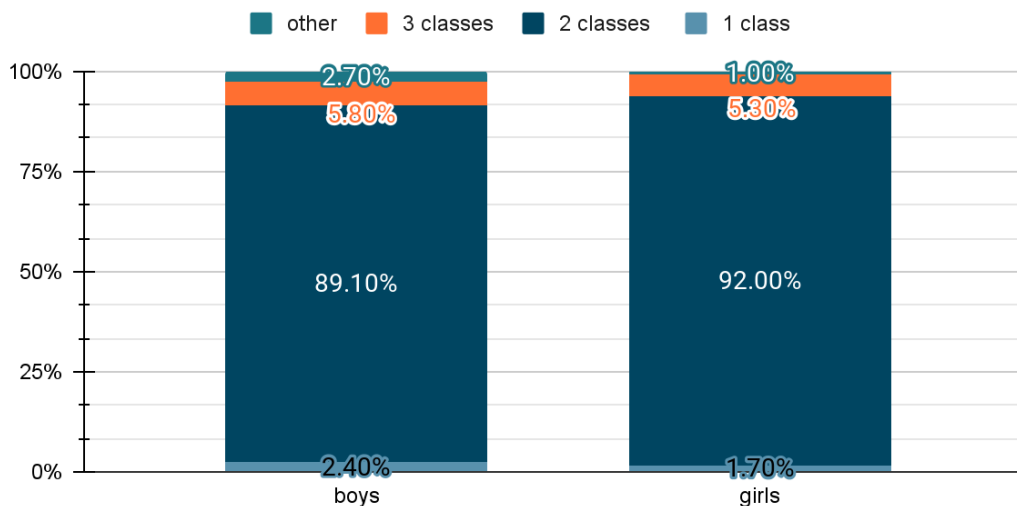


Table 6. The percentage of students' attitude towards physical education classes at all levels. School year 2018

Table 6. The percentage of students' attitude towards physical education classes at all levels. School year 2018

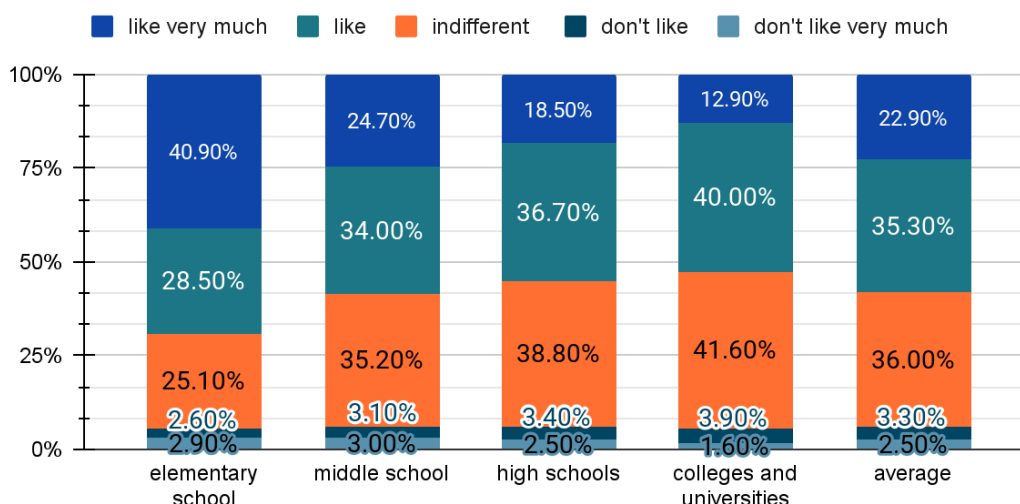


Table 7. The percentage of students participating in school sports clubs at all levels. 2018

Table 7. The percentage of students participating in school sports clubs at all levels. 2018

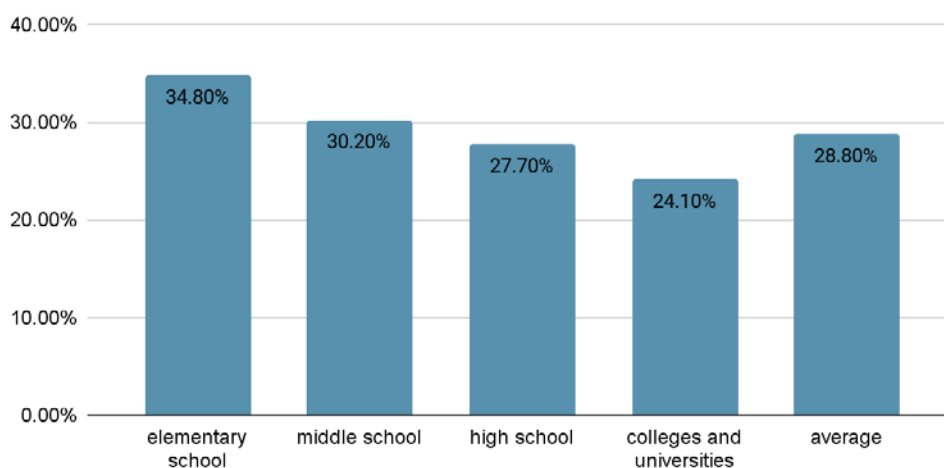


Table 8. The percentage of elementary school students participating in school sports clubs. 2003-2018

Table 8. The percentage of elementary school students participating in school sports clubs. 2003-2018

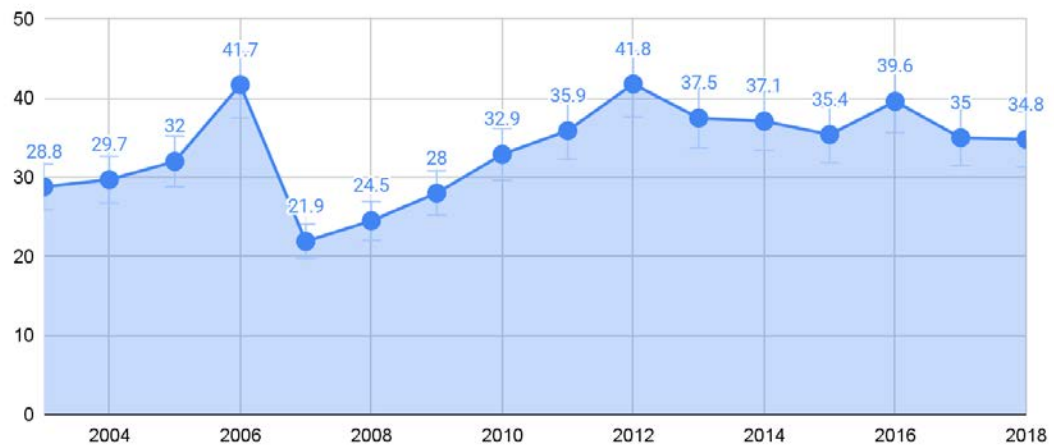


Table 9. The number of students participating in school sport clubs. Distribution by genders.

Table 9. The number of students participating in school sport clubs. Distribution by genders.

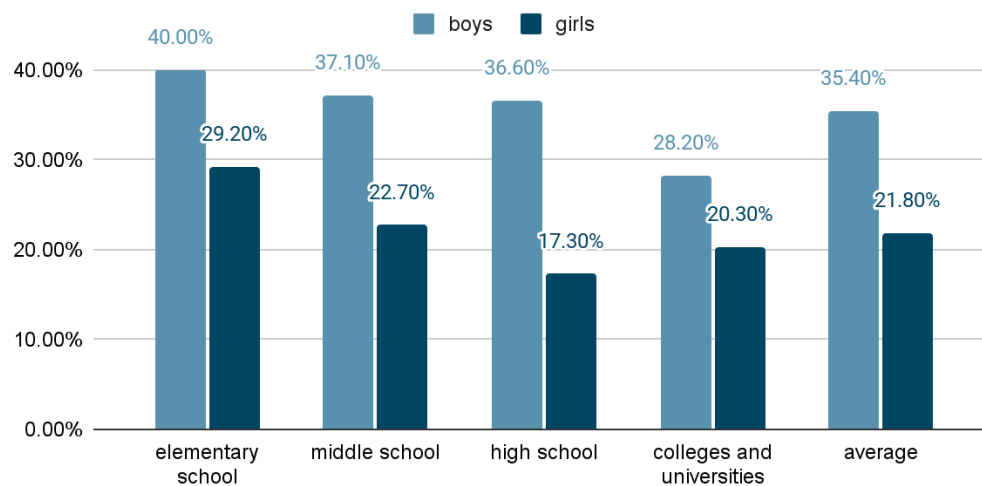


Table 10. The reasons for students at all levels of school not participating in sports clubs.

Table 10. The reasons for students at all levels of school not participating in sports clubs.

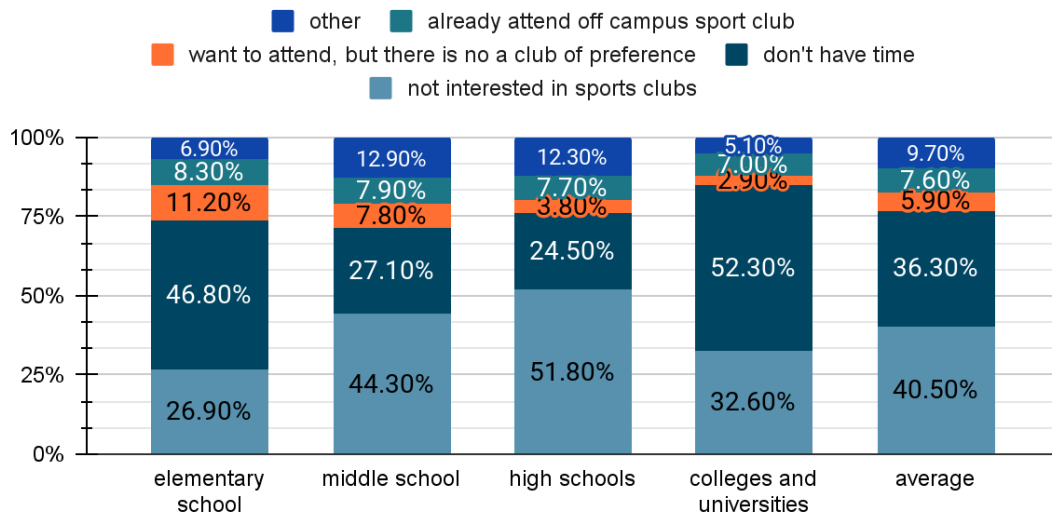


Table 11. The reasons for students at all levels of school not participating in sports clubs. Distribution by genders.

Table 11. The reasons for students at all levels of school not participating in sports clubs. Distribution by genders.

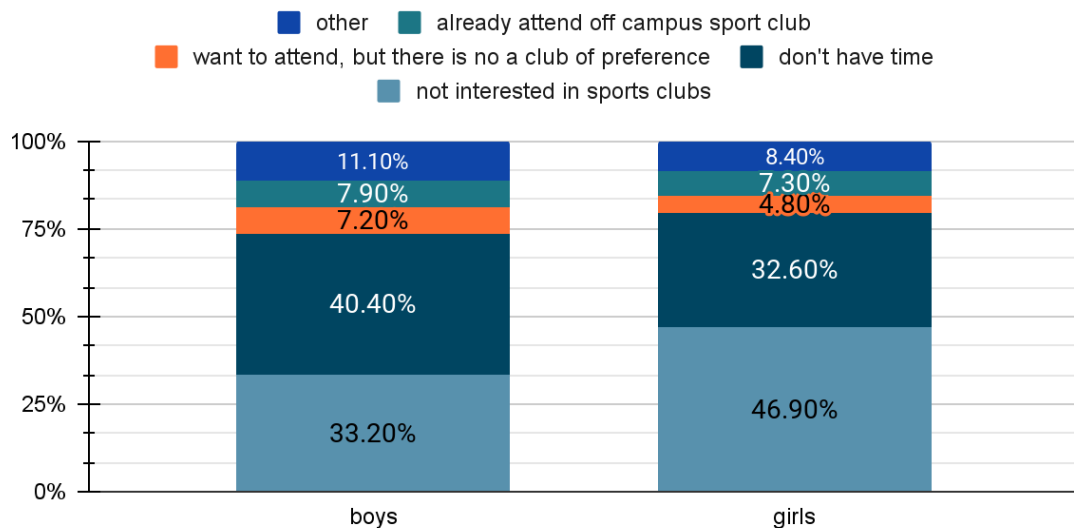


Table 12. The percentage of elementary school students participating in off campus sport clubs. 2012-2018 school years

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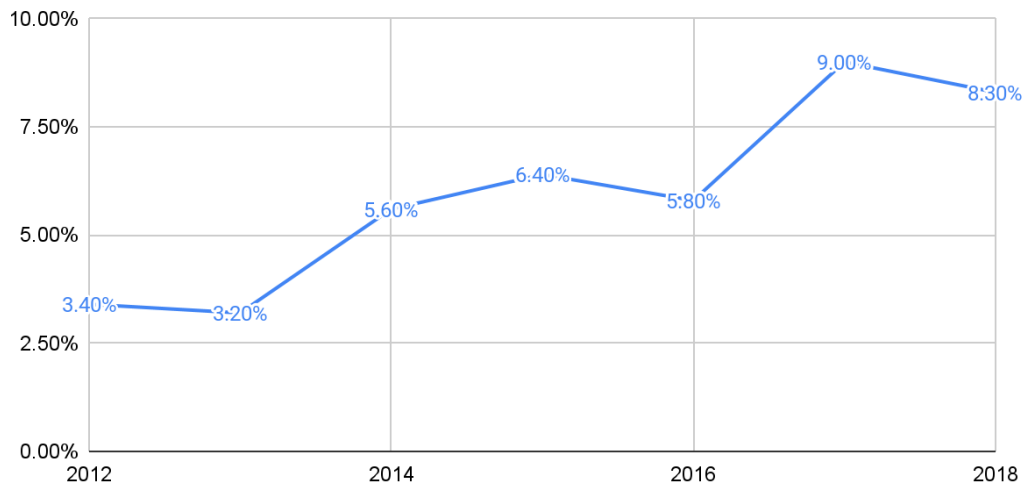


Table 13. The percentage of middle school students participating in off campus sport clubs. 2012-2018 school years

Table 13. The percentage of middle school students participating in off campus sport clubs. 2012-2018 school years

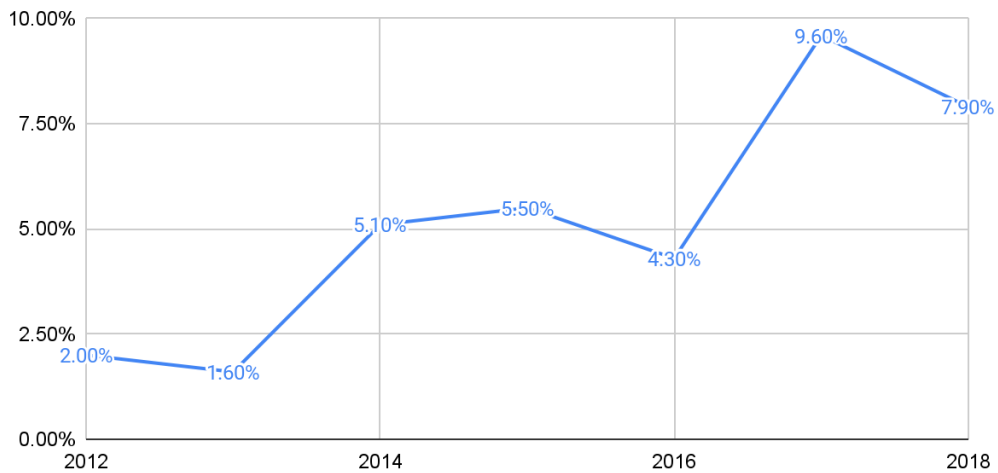


Table 14. The percentage of high school students participating in off campus sport clubs. 2012-2018 school years

Table 14. The percentage of high school students participating in off campus sport clubs. 2012-2018 school years

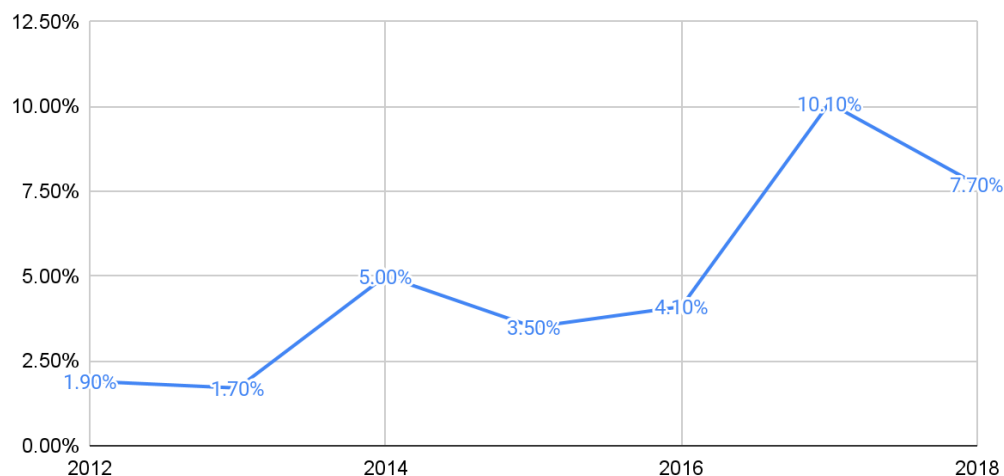


Table 15. The percentage of college and university students participating in off campus sport clubs. 2012-2018 school years

Table 15. The percentage of college and university students participating in off campus sport clubs. 2012-2018 school years

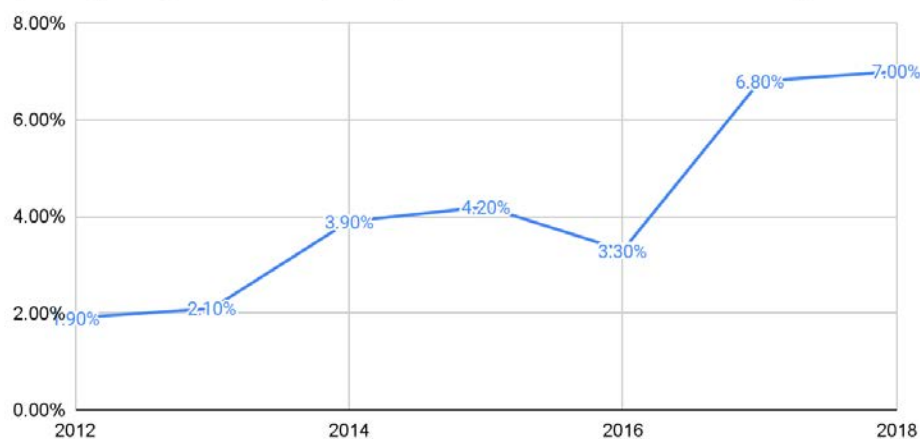


Table 16. The main reasons that affect students' participation in sports at all levels. 2018 school year

Table 16. The main reasons that affect students' participation in sports at all levels. 2018 school year

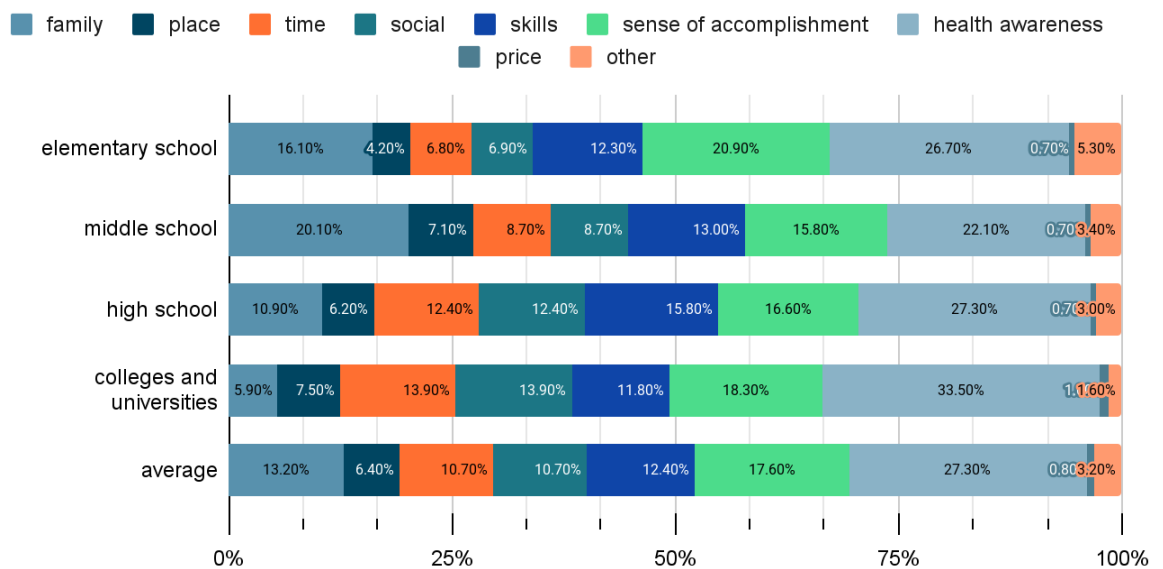


Table 17. The main reasons that affect students' participation in sports at all levels. Distribution by gender. 2018 school year

Table 17. The main reasons that affect students' participation in sports at all levels. Distribution by gender. 2018 school year

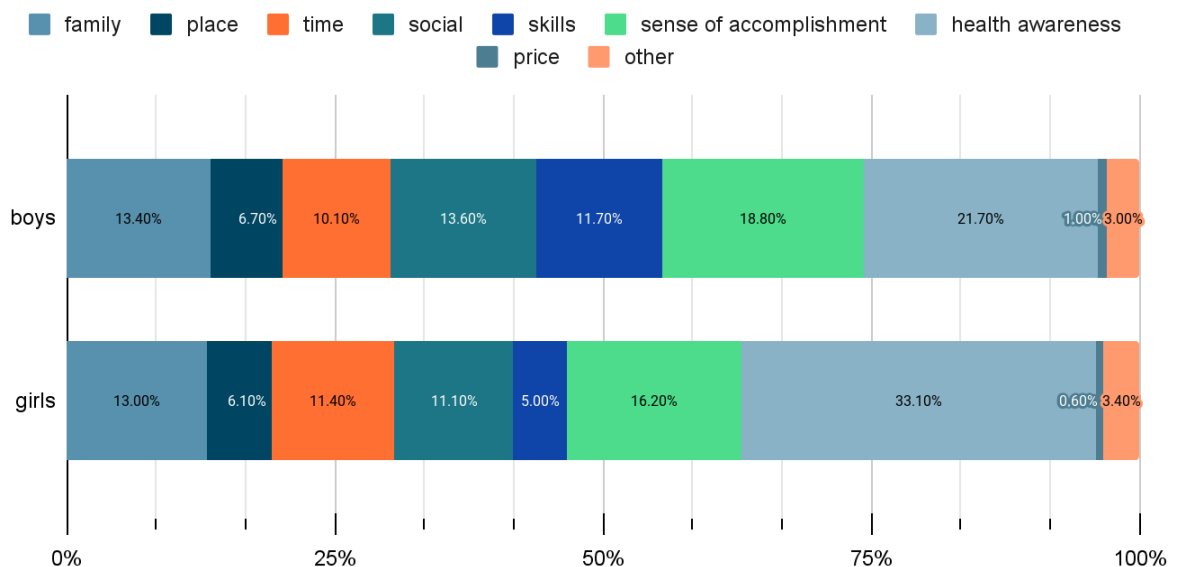


Table 18. The main reasons that affect students' participation in sports at all levels.
2016 school year

Table 18. The main reasons that affect students' participation in sports at all levels. 2016 school year

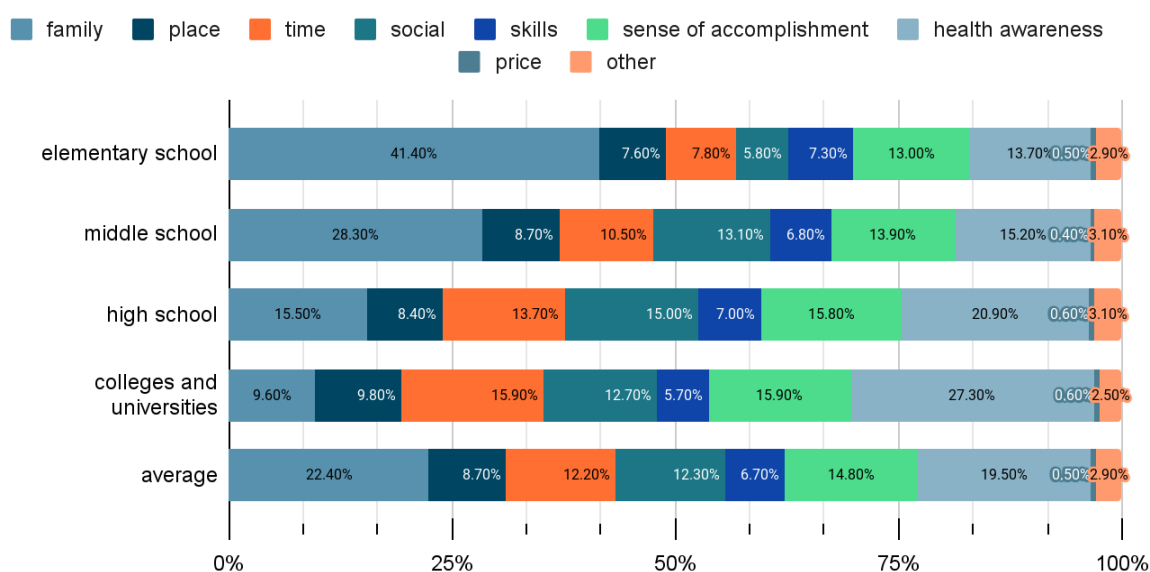


Table 19. Reasons depriving from exercising of elementary school students.

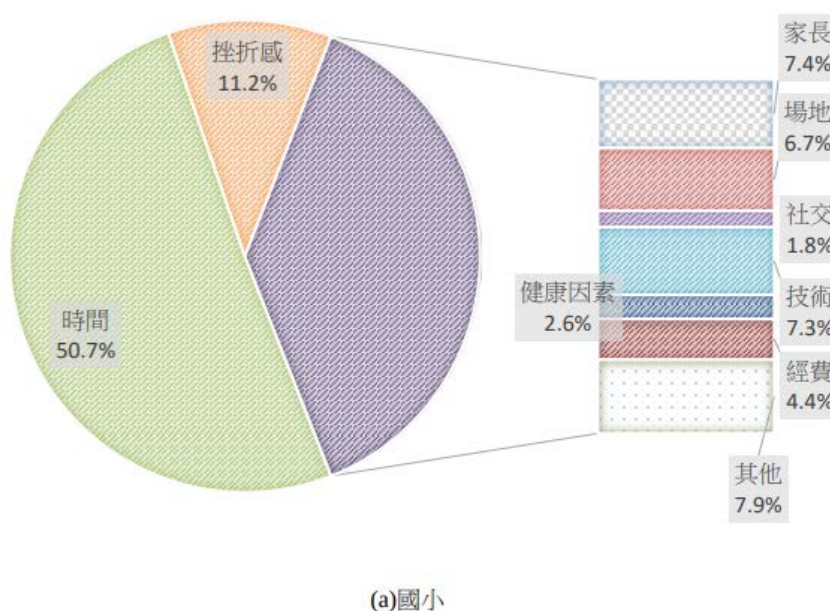


Table 20. Preferences in collective exercise during the school year. School year 2016

Table 20. Preferences in collective exercise during the school year. School year 2016

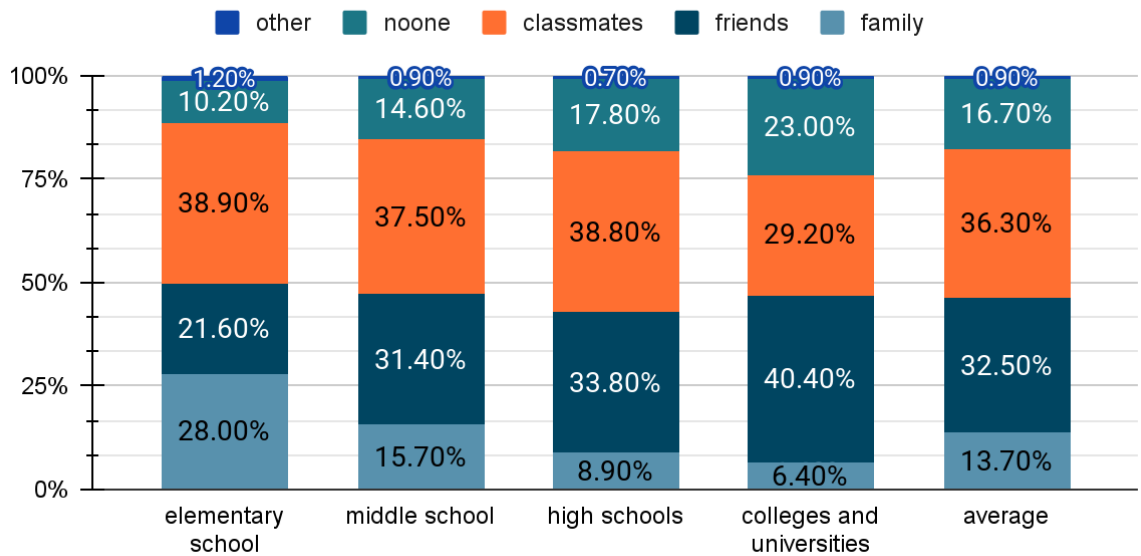


Table 21. Preferences in collective exercise during winter vacation. School year 2016

Table 21. Preferences in collective exercise during winter vacation. School year 2016

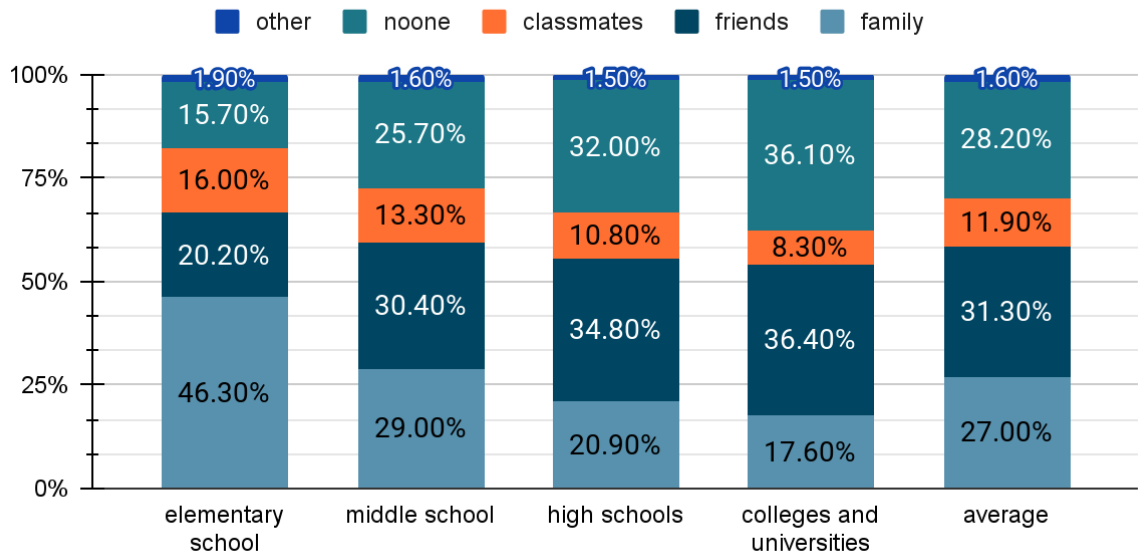


Table 22. Preferences in collective exercise during summer vacation. School year 2016

Table 22. Preferences in collective exercise during summer vacation. School year 2016

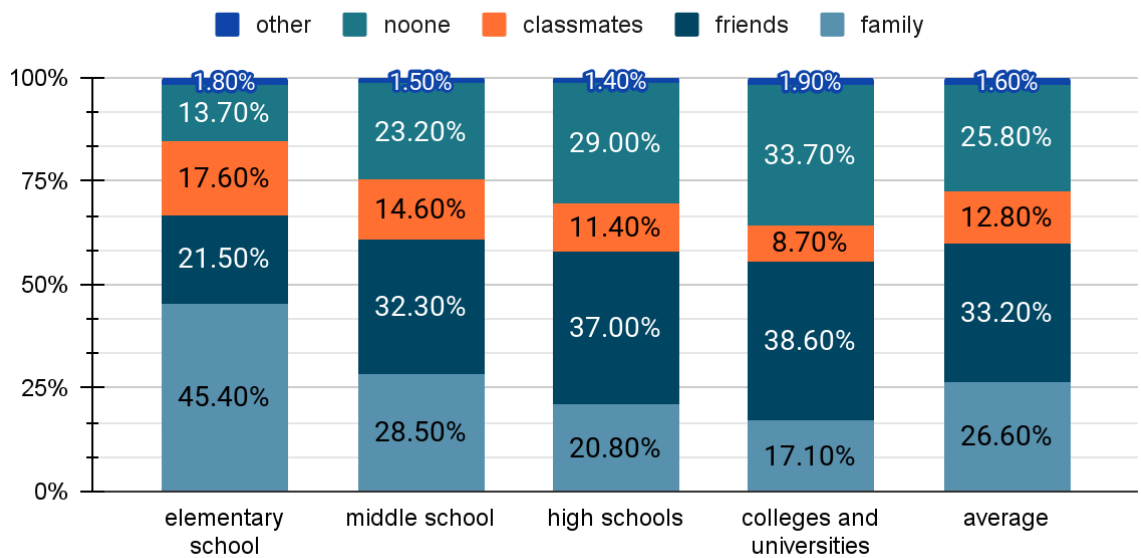


Table 23. The number of days students exercise during summer vacation . School year 2018

Table 23. The number of days students exercise during the school year . School year 2018

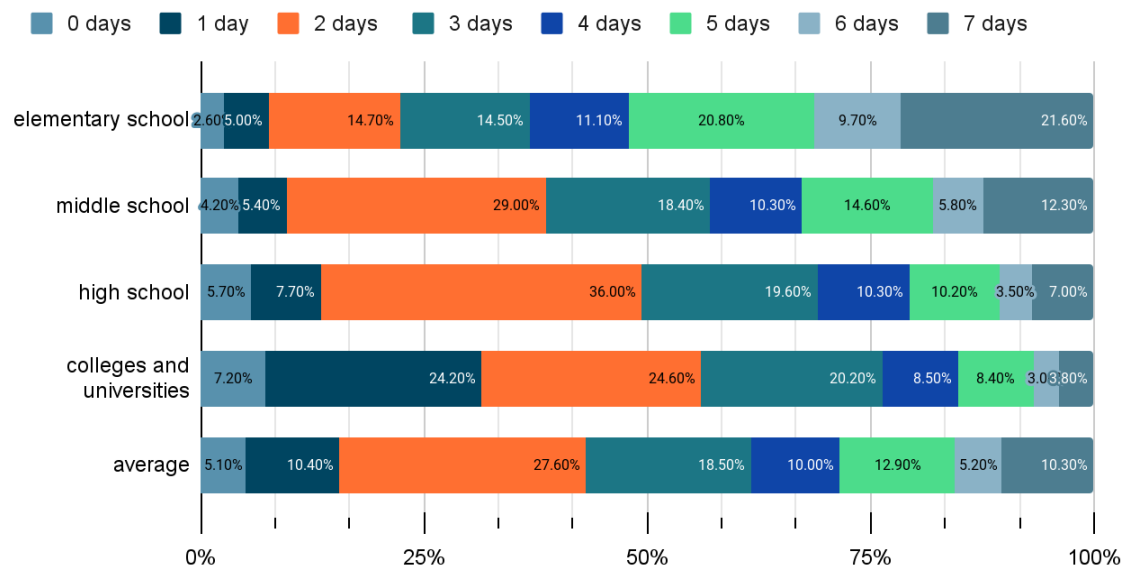


Table 24. The number of days students exercise during winter vacation . School year 2018

Table 24. The number of days students exercise during the school year . School year 2018

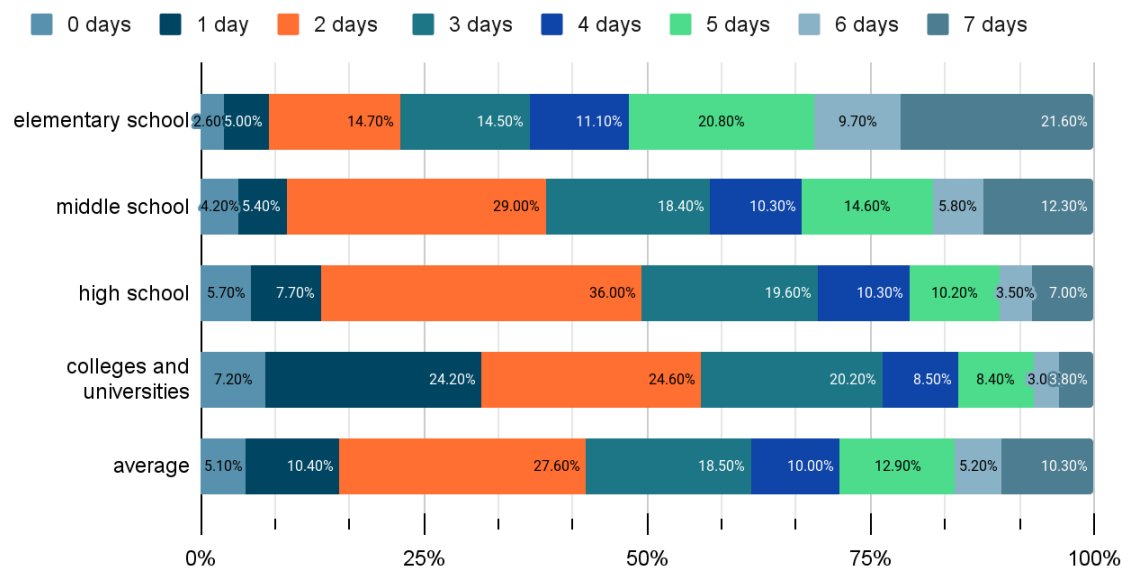


Table 25. The number of days students exercise during summer vacation . School year 2018

Table 25. The number of days students exercise during summer vacation . School year 2018

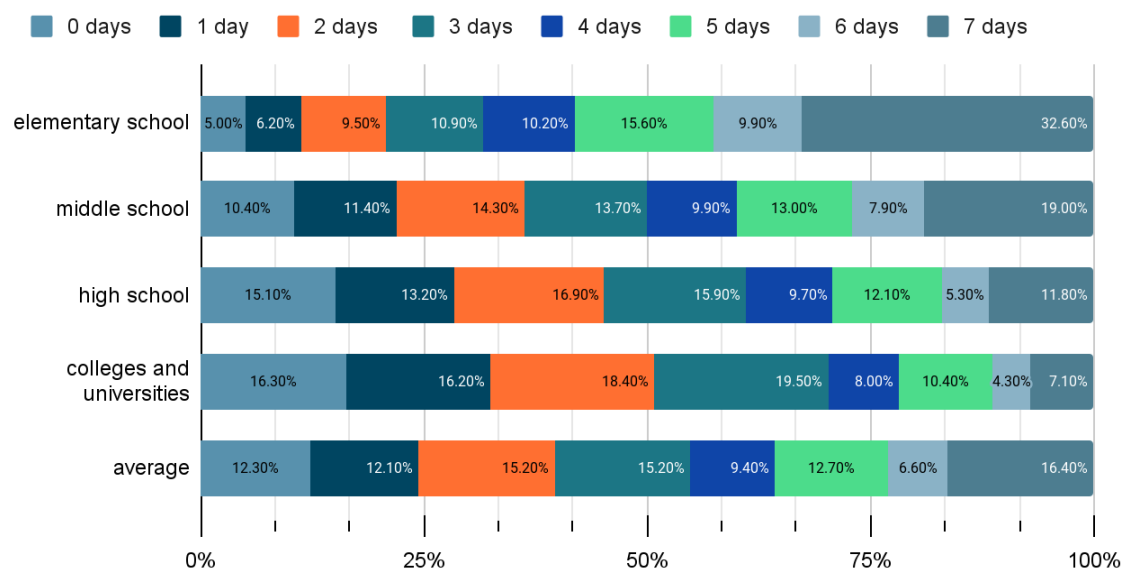


Table 26. The percentage of students' at all level types of commute to school. School year 2018

Table 26. The percentage of students' at all level types of commute to school. School year 2018

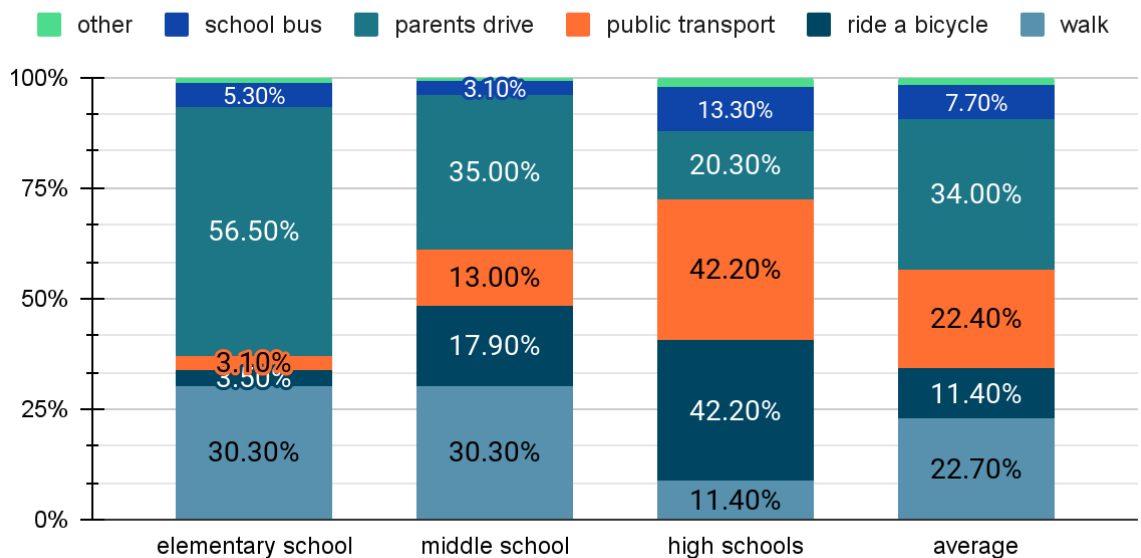


Table 27. The numbers and the percentage of the facilities within schools.

表1-6-12 整體學校設置運動場館設施之校數及比例統計表

運動場館 設施項目	國小 (N=2,592)		國中 (N=738)		高中職 (N=511)		大專校院 (N=152)		總計 (N=3,993)	
	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比	校數	占全國 百分比
徑賽場	2,342	90.35%	690	93.50%	419	82.00%	140	92.11%	3,591	89.93%
田賽場	1,431	55.21%	469	63.55%	287	56.16%	96	63.16%	2,283	57.18%
綜合活動空間	142	5.48%	48	6.50%	36	7.05%	-	-	226	5.66%
學生活動中心	1,140	43.98%	442	59.89%	337	65.95%	78	51.32%	1,997	50.01%
體育館	160	6.17%	163	22.09%	154	30.14%	114	75.00%	591	14.80%
風雨操場	470	18.13%	148	20.05%	99	19.37%	28	18.42%	745	18.66%
室內游泳池	112	4.32%	73	9.89%	115	22.50%	48	31.58%	348	8.72%
室外游泳池	42	1.62%	25	3.39%	43	8.41%	26	17.11%	136	3.41%
籃球場	2,500	96.45%	726	98.37%	503	98.43%	152	100.00%	3,881	97.20%
排球場	634	24.46%	589	79.81%	476	93.15%	150	98.68%	1,849	46.31%
網球場	273	10.53%	145	19.65%	174	34.05%	124	81.58%	716	17.93%
足球場	370	14.27%	166	22.49%	129	25.24%	69	45.39%	734	18.38%
棒壘球場	174	6.71%	79	10.70%	64	12.52%	68	44.74%	385	9.64%
攀岩場	168	6.48%	36	4.88%	54	10.57%	44	28.95%	302	7.56%

(接下頁)

Table 28. Sports involvement framework. Conclusion.

Personal abilities	Social influence	Availability of opportunities
<p>Elementary school students age 6-12; Without disabilities and health issues. There is an issue with “挫折感” or “frustration”, that might be included in personal abilities and might be exercised. 11.2% of elementary school students have this issue.</p>	<p>Parents: the influence from parents is significant in both encouraging. Students both chose sport clubs because of their parents, and want to participate in physical activities together with their parents</p>	<p>Time: is the main issue preventing exercising. About 50% named the issue of “time” as an issue.</p>
	<p>Classmates: have great influence on students of the chosen age</p>	<p>Venues: location and transportation is somewhat of an issue for some students. Less than 7% of students have an issue with the venues; There is a problem of “technology” involved that might be considered as a problem with the equipment or the venues. Slightly more than 7%, brings us to about 14% of elementary school students having an issue with the venues.</p>
	<p>Friends: the influence is not as strong as classmates’. Might be due to the age friend circle is only starting to form and the number of friends outside school might not be very big</p>	<p>Cost: cost doesn't look like a big issue on average. The cost is an issue for less than 5% of elementary school students.</p>
	<p>Teachers: no information is found about teachers’ influence</p>	

Table 29. The number of cram schools in Taiwan. Search in Madarin Chinese



Table 30. The number of cram schools in Taiwan. Search in English.

Date : 13/4/2021

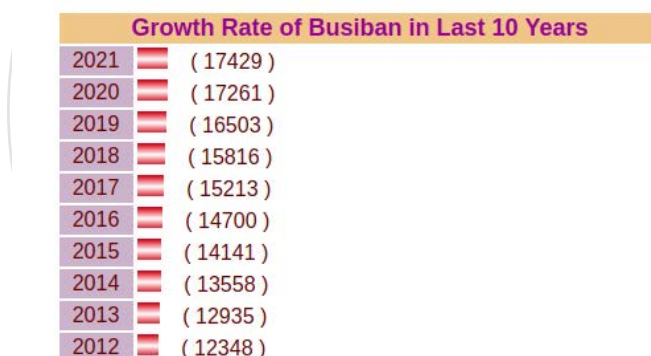


Table 31. The number of cram schools in Taiwan of all types.

統計區間：自 1976-07-01 到 2021-04-13

統計日期：2021-04-13

全國招生對象綜合統計表													
	學齡前	國小	國中	高中	二專大專	二技插大	研究所	成人	公職人員	國四	高四	其他	合計
基隆市	4	178	27	4	0	0	1	5	0	0	0	2	221
台北市	154	1164	186	65	10	0	6	168	0	0	0	834	2587
新北市	233	904	356	17	1	0	0	21	0	0	0	1243	2775
桃園市	0	975	207	27	1	3	1	52	4	0	0	7	1277
新竹市	12	157	42	5	1	1	1	9	0	0	0	205	433
新竹縣	36	264	87	1	0	0	0	3	0	0	0	18	409
苗栗縣	1	224	62	4	0	0	3	6	1	0	0	0	301
台中市	163	1907	608	77	10	3	4	130	3	0	2	35	2942
彰化縣	4	597	310	21	2	0	1	25	0	0	1	39	1000
雲林縣	11	166	100	9	1	0	1	2	0	0	0	89	379
南投縣	2	86	26	1	0	0	0	3	0	0	0	107	225
嘉義市	14	198	28	12	2	1	1	16	2	0	0	10	284
嘉義縣	6	178	15	1	1	0	4	1	0	0	0	0	206
台南市	7	1102	208	35	5	1	3	50	1	0	0	0	1412
高雄市	298	1251	238	52	0	1	2	62	6	1	0	0	1911
屏東縣	9	142	65	3	2	0	0	6	0	0	0	193	420
宜蘭縣	2	218	52	13	1	0	1	10	3	0	0	8	308
花蓮縣	34	111	15	4	0	0	1	6	2	0	0	0	173
臺東縣	4	79	17	4	0	0	0	2	0	0	0	1	107
澎湖縣	0	9	1	0	1	0	0	1	0	0	0	13	25
金門縣	2	12	1	0	0	0	0	0	1	0	0	17	33
連江縣	0	1	0	0	0	0	0	0	0	0	0	0	1
總計	996	9923	2651	355	38	10	30	578	23	1	3	2821	17429

Table 32. Cram school involvement framework. Conclusion.

Personal abilities	Social influence	Availability of opportunities
Elementary school students age 6-12; Without disabilities and health issues	Parents: the influence from parents is significant and the value of academic excellence is prioritized	Time: perfect time of operation for elementary school students.
	Classmates and friends: have great influence on students of the chosen age, new friends appear because of the cram schools, peers can be a great value in enrolling in the cram schools, as the number of classmates enrolled is higher than other clubs	Venues: location and transportation is not a problem, due to the great number of schools
		Cost: cost doesn't look like a big issue on average.

	Teachers: influence is big for the struggling students.	

