

การพัฒนาแนวทางการบริหารจัดการชมรมแบดมินตันสำหรับ
นักศึกษามหาวิทยาลัยในเมืองเทียนจิน
DEVELOPING GUIDELINE TO MANAGE BADMINTON CLUBS
FOR UNIVERSITY STUDENTS IN TIANJIN CITY

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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้คือเพื่อพัฒนาแนวทางการบริหารจัดการชมรมแบดมินตันสำหรับนักศึกษามหาวิทยาลัยในเมืองเทียนจิน การวิจัยครั้งนี้เป็นการวิจัยแบบผสมผสาน ประชากรของการวิจัยนี้ประกอบด้วยนักศึกษาระดับปริญญาตรีจำนวน 770 คน ซึ่งเป็นสมาชิกของชมรมแบดมินตันอย่างต่อเนื่องในมหาวิทยาลัยชั้นนำ 5 แห่งในเมืองเทียนจิน ในปีการศึกษา 2025 นักศึกษาจำนวน 254 คน และอาจารย์ผู้สอนทั้งหมดจำนวน 29 คน ได้ถูกคัดเลือกเป็นกลุ่มตัวอย่าง แบบสอบถามได้ถูกแจกจ่ายเพื่อศึกษาสภาพปัจจุบันและปัญหาในการบริหารจัดการชมรมแบดมินตันสำหรับนักศึกษามหาวิทยาลัย ผลการวิจัยเชิงปริมาณพบว่า ค่าเฉลี่ยต่ำสุดอยู่ในด้านโครงสร้างองค์กร ($\bar{X} = 1.40$) และค่าสูงสุดอยู่ในด้านงบประมาณไม่เพียงพอ ($\bar{X} = 4.75$) นอกจากนี้ได้ดำเนินการสัมภาษณ์เชิงลึกกับผู้เชี่ยวชาญจำนวน 7 คน เพื่อร่างองค์ประกอบของแนวทาง ต่อมาได้จัดการสนทนากลุ่มร่วมกับผู้เชี่ยวชาญจำนวน 12 คน เพื่อพัฒนาแนวทาง สุดท้ายได้มีการสัมภาษณ์ผู้เชี่ยวชาญกับผู้เชี่ยวชาญจำนวน 7 คน เพื่อยืนยันความตรงเชิงเนื้อหา ตรวจสอบความเป็นไปได้ และความเหมาะสมในการนำแนวทางไปประยุกต์ใช้จริง ในการวิจัยนี้ ข้อมูลจะถูกวิเคราะห์โดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา ผลการศึกษาพบว่า แนวทางการบริหารจัดการชมรมแบดมินตันถูกจัดออกเป็น 5 ด้านหลัก ดังนี้ (1) ด้านการวางแผน ประกอบด้วย 3 องค์ประกอบ ได้แก่ วัตถุประสงค์การพัฒนา การวางแผนเชิงกลยุทธ์ และการวางแผนทรัพยากร (2) ด้านการจัดองค์การ ประกอบด้วย 3 องค์ประกอบ ได้แก่ โครงสร้างองค์กร การกำหนดบทบาทและความรับผิดชอบ และกลไกการประสานงาน (3) ด้านการนำ ประกอบด้วย 3 องค์ประกอบ ได้แก่ ภาวะผู้นำและการบริหารจัดการ การพัฒนาภาวะผู้นำของผู้ฝึกสอน และการสร้างแรงจูงใจและการมีส่วนร่วมของนักศึกษา (4) ด้านการควบคุม ประกอบด้วย 3 องค์ประกอบ ได้แก่ ระบบการติดตามและประเมินผล กลไกการประเมิน และการให้ข้อมูลย้อนกลับและการปรับปรุงอย่างต่อเนื่อง และ (5) ระบบการสนับสนุนเชิงสถาบัน ประกอบด้วย 3 องค์ประกอบ ได้แก่ การสนับสนุนนโยบาย การสนับสนุนด้านการเงิน และการสนับสนุนด้านสถานที่และอุปกรณ์ แนวทางนี้สามารถนำไปประยุกต์ใช้เพื่อพัฒนาการบริหารจัดการชมรมแบดมินตัน และเป็นต้นแบบอ้างอิงสำหรับชมรมกีฬาภายในมหาวิทยาลัยอื่นๆ ได้

คำสำคัญ: แนวทางการบริหารจัดการ, ชมรมแบดมินตัน, นักศึกษามหาวิทยาลัย

Abstract

This research aimed to develop a management guideline for university badminton clubs in Tianjin. Participants were 254 students and 29 badminton teachers from five universities. This research was mixed-method research. The population comprised 770 undergraduate students who were active members of badminton clubs at five leading universities in Tianjin City during the 2025 academic year. 254 students and all 29 teachers were selected as a sample group. The questionnaire was distributed to study the current situation and problems in managing badminton clubs for university students. Quantitative results showed

the lowest mean score in organizational structure ($\bar{X} = 1.40$) and the highest in insufficient funding ($\bar{X} = 4.75$). In addition, in-depth interviews were conducted with seven experts to draft the elements of the guideline. Additionally, a focus group discussion was conducted with twelve experts to formulate the guideline. Finally, a connoisseurship evaluation was carried out with seven experts to verify its content validity, examine its feasibility and practical applicability. In this research, the data were analyzed using mean standard deviation, and content analysis. The results showed that the guideline was organized in 5 aspects as: (1) Planning with 3 elements namely, development objectives, strategic planning, and resource planning; (2) Organizing with 3 elements namely, organizational structure, role and responsibility allocation, and coordination mechanisms; (3) Leading with 3 elements namely, leadership and management, coach leadership development, and student motivation and engagement; (4) Controlling with 3 elements namely, monitoring and evaluation system, assessment mechanisms, and feedback and continuous improvement; and (5) Institutional Support System with 3 elements namely, policy support, financial support, and facility and equipment support. This guideline can be applied to improve badminton club management and serve as a reference for other campus sports clubs.

Keywords: Management guideline, Badminton clubs, University students

Introduction

Badminton is one of the most popular and widely played racket sports in the world, known for its fast pace, technical complexity, and demand for high levels of agility, coordination, and endurance. As recognized by the Badminton World Federation (BWF), badminton is played by over 300 million people globally, with particularly strong participation in Asian countries such as China, Indonesia, Malaysia, and South Korea. In China, badminton holds a significant place not only as a competitive sport but also as a recreational and educational activity that promotes physical health, social interaction, and student engagement. Historically, badminton was introduced to China in the early 20th century and has since grown into a sport of national pride. The success of Chinese badminton athletes on the global stage has contributed to its widespread popularity and institutional support (Wang et al., 2024). Today, badminton is actively promoted at all educational levels from primary schools to universities as part of China's broader policy to integrate physical education and competitive sports into student life.

Badminton enjoys immense popularity nationwide, with approximately 250 million amateur participants, making it one of the most-played sports in China. It accounts for roughly 6.9% of the public's fitness activities, highlighting its role in national fitness and recreational pursuits (Chen, 2021). At the university level, badminton clubs play a crucial role in promoting student development, leadership, and campus wellness. These clubs serve as platforms for students to engage in physical activity, build teamwork skills, and foster a sense of community. However, despite the increasing interest and participation, many university badminton clubs in China, including those in Tianjin, face challenges related to organization, resource allocation, leadership structure, and long-term sustainability (Qin et al., 2022). In addition, many universities and public organizations have invested in constructing badminton courts and opening them for broader use a positive indicator of institutional support. However, disparities remain. Coach qualifications vary widely, and management systems often lack clarity. Clubs within university settings especially struggle with consistent oversight, standardized training, and long-term planning (Ping et al., 2024). The lack of formal guidelines or standardized management practices often leads to inconsistent performance, weak student retention, and limited impact on student well-being and athletic development.

In recent years, studies have revealed that university sports clubs in China often suffer from limited funding, weak institutional support, unqualified coaching staff, and inadequate training facilities. These problems are particularly evident in extracurricular badminton clubs, which frequently rely on volunteer leadership or inexperienced student coordinators. As a result, many clubs struggle with member retention, training quality, and long-term planning, factors essential to the success of any student sports organization. Furthermore, the absence of a comprehensive and evidence-based management guideline tailored to the unique conditions of Chinese universities particularly in Tianjin has created a gap between the theoretical value of sports clubs and their practical functioning. This research gap leads to inefficient club operation and insufficient support for students' physical education and skill development. This gap hinders the ability of badminton clubs to fulfill their role in supporting university objectives, such as student development, leadership cultivation, and institutional branding through sports (Qin et al., 2022).

Tianjin is a major educational hub with more than 50 higher education institutions and a large number of student badminton enthusiasts. However, no standardized management framework exists for local university badminton clubs. A Developing a structured management guideline is, therefore, not only timely but essential. It will provide a clear operational framework for club administrators, coaches, and university officials, promoting the efficiency, accountability, and sustainability of badminton clubs. Moreover, it aligns with national policies encouraging student physical activity, holistic development, and innovation in campus sports management. Therefore, given the strategic importance of sports clubs in higher education and the growing student demand for badminton-related activities, there is a clear need to develop a structured, evidence-based guideline to support the effective management of university badminton clubs. Such a guideline would ensure that these clubs can operate efficiently, promote student participation, align with institutional goals, and contribute to the long-term development of campus sports culture. Therefore, the objective of this research was developed a management guideline for university badminton clubs in Tianjin, and the POLC principle (Planning–Organizing–Leading–Controlling) model was used as the core theoretical framework of this study, which is widely applied in sports organization management.

Research Methodology

This research was a mixed-method research. This research ethical approval has been granted by the Bangkokthonburi University ethical committee certificate no. 2568/411(4), issued on November 10, 2025.

Population

The population of this research included 770 university students from badminton clubs at five universities in Tianjin City during the 2025 academic year. These universities are Nankai University, Tianjin University, Tianjin Sport University, Tianjin University of Technology, and Tianjin University of Finance and Economics. In addition, the population also includes 29 badminton teachers from the same five universities.

Sample

The sample size for this research was determined using Krejcie and Morgan's sample size determination table (Cohen, L. et al, 2018), based on a confidence level of 95% and a margin of error of $\pm 5\%$. According to the table, a sample of 254 university students was deemed appropriate from a total population of 770 university students.

Research participants

1. Experts for Instrument Validation (IOC).

There are three experts specializing in sport management, each possessing a minimum of 10 years of professional experience, were invited to evaluate the content validity of the research instruments. The Index of

Item-Objective Congruence (IOC) was employed to assess the alignment of each item with the research objectives.

2. Expert for interview.

There are seven experts, including three sports management experts, two badminton teachers, and two university administrators or leaders, all with at least five years of professional experience in their respective fields, were invited to participate in in-depth interviews.

3. Expert for Focus Group.

There are Twelve experts, including four sports management experts, four badminton teachers, and four university administrators or leaders. Each expert had a minimum of 10 years of professional experience in their respective fields.

4. Expert for Connoisseurship.

There are Seven experts, including three sports management experts, two badminton teachers, and two university administrators or leaders, each with at least 10 years of professional experience in their respective fields, were invited to participate in connoisseurship discussion.

Research Instruments

1. Questionnaire for university students, and badminton teachers

The questionnaires were utilized a 5-point Likert scale to assess participants' levels of agreement with various statements regarding club operations, resource allocation, student participation, leadership, and development initiatives. To ensure content validity and alignment with the research objectives, the draft questionnaires were evaluated by three experts in sports management using the Index of Item-Objective Congruence (IOC) method. The IOC value of questionnaire for university students was 0.90, and the IOC value of questionnaire for badminton teachers was 0.91.

2. Expert interview questionnaire

The researcher was developed an expert interview outline comprising a series of open-ended questions. These questions were intended to explore, in greater depth, the underlying challenges, management practices, and development strategies associated with the operation of university badminton clubs in Tianjin City. To ensure that the interview questions were clear, relevant, and aligned with the research objectives, the questionnaire was underwent a validation process by three experts using the Index of Item-Objective Congruence (IOC). The IOC value of questionnaire for university students was 0.90.

3. Focus group outline

To facilitate a structured and productive focus group session, the researcher was developed a focus group discussion outline comprising open-ended questions designed to encourage in-depth dialogue among participants. The focus group aimed to draw upon the collective expertise to collaboratively formulate and refine a comprehensive guideline to manage badminton clubs for university students in Tianjin city.

4. Connoisseurship outline

A structured connoisseurship outline was used to guide the evaluation process, ensuring that expert reviewers systematically assessed the content across multiple dimensions. The feedback and recommendations gathered through the connoisseurship process were used to revise and finalize the guideline.

Data Collection

1. A comprehensive review of relevant literature was conducted to establish a strong theoretical and practical foundation for the study. This review was focused on management theories as well as existing research on the management and development of university-level badminton clubs. The sources were included books, peer-reviewed journal articles, academic thesis, and dissertations, gathered from both domestic and international academic databases.

2. Following the literature review, a questionnaire survey was conducted with 254 university students and 29 badminton teachers from five universities in Tianjin City as Nankai University, Tianjin University, Tianjin Sport University, Tianjin University of Technology, and Tianjin University of Finance and Economics. The questionnaires were designed to assess participants' perceptions, experiences, and opinions regarding the current management practices, operational challenges, and developmental needs of university badminton clubs.

3. Seven experts were invited to participate in face-to-face, semi-structured interviews. The purpose was to gain a deeper understanding of the current situation, challenges, and opportunities related to the management and development of badminton clubs for university students in Tianjin City. The qualitative data collected was provided rich insights into existing issues and inform the initial drafting of key components for the proposed management guideline.

4. Twelve experts were conducted a focus group discussion. The session was guided by a structured discussion outline that encourages collaborative dialogue, critical reflection, and consensus building. The objective of the focus group was to co-develop and refine a comprehensive management guideline that addresses the needs of badminton clubs at the university level in Tianjin city.

5. Seven experts were conducted a connoisseurship discussion. This method emphasizes expert judgment and in-depth critique grounded in professional experience and disciplinary knowledge. The purpose of the connoisseurship was to assess the academic rigor and real-world applicability of the proposed guideline.

Data Analysis

This research primarily employed a statistical software package to analyze the data. The analysis details were as follows:

1. Mean ($\bar{X}$) and standard deviation (S.D.) were used to analyze questionnaire data collected from 254 university students, and 29 badminton teachers.

2. The data obtained from expert interview, the focus group discussion, and the connoisseurship discussion were analyzed using content analysis.

3. To ensure the content validity of the research instruments, the questionnaire for university students, the questionnaire for badminton teachers, and the expert interview outline were evaluated using the Index of Item-Objective Congruence (IOC) method. Each item was assessed by three experts. The IOC values were calculated to determine the degree of alignment between each item and the research objectives. An IOC value ranging from 0.60 to 1.00 was considered acceptable.

4. The questionnaire responses were measured using a five-point Likert scale to assess the degree of agreement or perception among participants. The mean score for each item was calculated to interpret overall trends in participant responses. The interpretation of the scale is as follows:

The meanings of 5 scale evaluation are 1 = Very Poor, 2 = Poor, 3 = Moderate, 4 = High, 5 = Highest. The details of the score criteria are as follows (Lindner & Lindner, 2024):

Average score range	Meaning
5.00 - 4.51	Highest
4.50 - 3.51	High
3.50 - 2.51	Moderate
2.50 - 1.51	Poor
1.50 - 1.00	Very Poor

Results

After conducting an extensive review of relevant research and literature, as well as a thorough analysis of the current situation and challenges in managing badminton clubs for university students in Tianjin city, data were gathered through surveys and expert interviews. These insights were further enriched by expert group discussions. Based on this multi-stage process, a comprehensive guideline for managing badminton clubs at university level in Tianjin city was developed. To ensure its validity and practical applicability, the proposed guideline underwent a connoisseurship validation process, where expert consensus was reached. The research findings, derived from this systematic methodology, are presented in three key sections:

Part 1: Studying the current situation and problems of the management badminton clubs for university students in Tianjin city.

To gather data on the current situation and challenges in managing badminton clubs for university students in Tianjin city, this research utilized a questionnaire survey distributed to both university students and badminton teachers. There are 254 university students and 29 badminton teachers from five universities in Tianjin, including Nankai University, Tianjin University, Tianjin Sport University, Tianjin University of Technology, and Tianjin University of Finance and Economics, participated in the survey. The findings from this analysis are presented as follows:

1. The results of questionnaire survey of university students

After distributing the questionnaire to 254 university students across five universities in Tianjin city, all participants successfully provided their responses. The collected data were then analyzed, and the results are presented below:

Table 1. The results of questionnaire survey of university students (n=254)

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
1. The badminton club at my university is well-organized.	1.40	0.12	Very Poor
2. The facilities provided for badminton training are sufficient for student use.	2.10	0.22	Poor
3. There are adequate coaching staff and trainers available for the badminton club.	2.45	0.15	Poor
4. The club offers regular training sessions that meet the needs of university students.	2.60	0.10	Poor
5. The club lacks sufficient financial resources for activities and events.	4.75	0.18	Highest
6. The club faces issues with scheduling training sessions due to conflicts with academic schedules.	3.60	0.20	High

Table 1. (continued)

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
7. Communication between club members and management is often unclear or ineffective.	3.80	0.16	High
8. The level of support from the university administration is adequate for the badminton club's operation.	2.35	0.14	Poor
9. Student interest in badminton impacts the success of the club.	4.85	0.09	Highest
10. The availability of skilled coaches plays a significant role in the success of the club.	4.90	0.11	Highest
11. The location and accessibility of training facilities influence student participation in the badminton club.	4.70	0.15	Highest
12. The badminton club has clear goals and objectives for student development.	2.20	0.13	Poor
Total	3.31	0.15	Moderate

Based on table 1, the overall mean ($\bar{X}$) of the responses was calculated to be 3.31. Looking at individual items, the responses show significant variation in the perceived quality of the university badminton club's management and resources. For example, the statement "The badminton club at my university is well-organized" received a very low score ($\bar{X}=1.40$, $S.D.=0.12$), indicating that the students feel the club's organization is inadequate. Similarly, the question on the sufficiency of training facilities also reflected a negative perception, with a poor score ($\bar{X}=2.10$, $S.D.=0.22$). Both of these results highlight areas where improvements are needed to enhance the university club's management and infrastructure. Moreover, the question on coaching staff and training sessions were also reflected a negative, for adequate coaching staff and trainers available for the badminton club, it received poor score ($\bar{X}=2.45$, $S.D.=0.15$), and offers regular training sessions that meet the needs of university students also received poor score ($\bar{X}=2.60$, $S.D.=0.10$). In contrast, items related to the club's external factors, such as the availability of skilled coaches, student interest, location and accessibility of training facilities were impacted the success of the club, it all showed higher score as follows: skilled coaches ($\bar{X}=4.90$, $S.D.=0.11$), student interest ($\bar{X}=4.85$, $S.D.=0.09$), and location and accessibility of training facilities ($\bar{X}=4.70$, $S.D.=0.15$). These findings suggest that while students feel that the club's coaching quality, and external support are strengths, they also view certain internal factors like scheduling conflicts and insufficient resources as major challenges.

In addition, from the questionnaire survey results also showed that now the university's club lacks sufficient financial resources for activities and events, with highest score ($\bar{X}=4.75$, $S.D.=0.18$), including level of support from the university administration is adequate, with poor score ($\bar{X}=2.35$, $S.D.=0.14$). The clear goals and objectives of the club was also the club's problem, with a poor score ($\bar{X}=2.20$, $S.D.=0.13$).

The analysis of the results highlights key areas for improvement in the club's internal management, while also pointing out that external factors, such as the quality of coaching and student interest, contribute positively to the club's success. This insight will be valuable in shaping the strategies and recommendations.

2. The results of questionnaire survey of badminton teachers

After distributing the questionnaire to 29 badminton teachers across five universities in Tianjin city, all participants successfully provided their responses. The collected data were then analyzed, and the results are presented below:

Table 2. The results of questionnaire survey of badminton teachers (n=29)

Questionnaire Items	Total Score		Result
	$\bar{X}$	S.D.	
1. The badminton club at my university has an organized structure and clear roles for staff and coaches.	1.45	0.15	Very Poor
2. The facilities available for badminton training are sufficient for the number of students.	2.20	0.25	Poor
3. The club provides regular and consistent training sessions for university students.	2.80	0.30	Poor
4. The club has adequate resources to support training and competitions.	2.60	0.20	Poor
5. There is insufficient financial support for the badminton club's activities.	4.85	0.12	Highest
6. The club struggles with scheduling conflicts between training sessions and academic commitments.	3.90	0.18	High
7. There is a lack of coordination between the club and the university administration in managing resources.	3.70	0.22	High
8. The availability of skilled coaches significantly impacts the success of the club.	4.90	0.08	Highest
9. The level of student interest in badminton plays a crucial role in the club's success.	4.80	0.10	Highest
10. The support provided by the university administration is adequate for the club's operations.	2.50	0.28	Poor
11. The location and accessibility of training facilities influence student participation in the club.	4.75	0.12	Highest
12. The club's leadership and management are effective in organizing and executing activities.	2.30	0.35	Poor
13. Communication between club management and the coaching staff is often unclear or ineffective.	3.20	0.30	Moderate
Total	3.38	0.18	Moderate

Part 2: Drafting guideline to manage badminton clubs for university students in Tianjin city

1. Expert's interview

Following the questionnaire survey administered to university students and badminton teachers from five universities in Tianjin city to examine the current conditions and managerial challenges of university badminton clubs, the researcher conducted a series of in-depth interviews with seven specialists. The interviewees comprised three sports management experts, two badminton teachers, and two university administrators. These qualitative interviews aimed to obtain comprehensive expert opinions on existing

management practices and developmental issues of badminton clubs at the university level, as well as to provide essential empirical support for the formulation of a practical management guideline for university badminton clubs in Tianjin city.

Table 3 The framework of guideline to manage badminton clubs for university students in Tianjin city

The framework of guideline to manage badminton clubs for university students in Tianjin city	
Planning (P) Objective: Establish clear direction and sustainable development for badminton clubs.	
Development Goals	1. Define short-term and long-term goals for club participation, performance, and talent development. 2. Align club objectives with university sports policies and academic schedules.
2.Strategic Planning	1. Annual training and competition plans. 2. Budget planning and financial allocation. 3. Facility usage and scheduling plans.
3.Human Resource Planning	1. Coach recruitment and qualification standards. 2. Allocation of administrative and student leadership roles.
Organizing (O) Objective: Build a clear and efficient organizational structure	
1. Organizational Structure	1. University administration. 2. Badminton club committee. 3. Coaching team. 4. Student leadership group
2. Role and Responsibility Allocation	1. Administrators: policy support, funding, facility coordination. 2. Coaches: training delivery, athlete development, performance guidance. 3. Club leaders: daily operations, communication, member management.
3. Coordination Mechanisms	1. Regular coordination meetings. 2. Clear communication channels between stakeholders.
Leading (L) Objective: Strengthen leadership and motivate participation	
1. Leadership and Management	1. Leadership responsibilities for club leaders and coaches. 2. Decision-making authority and accountability.
2.Coach Leadership	1. Professional development and training support for coaches. 2. Encouraging innovation in training programs.
3.Student Engagement	1. Participation incentives and recognition systems. 2. Promotion of badminton culture and club identity.
Controlling (C) Objective: Ensure effectiveness through monitoring and evaluation	
1.Monitoring System	1. Regular assessment of training programs and participation rates. 2. Evaluation of coaching performance.
2.Performance Evaluation	1. Student satisfaction and engagement feedback. 2. Achievement of annual objectives.
3. Feedback and Improvement	1. Continuous improvement mechanisms. 2. Adjustment of plans based on evaluation results.

The focus group discussion with twelve experts including sports management experts, badminton teachers, and university administrators revealed a strong consensus that the effective management of university badminton clubs in Tianjin City requires a systematic and integrated approach based on the POLC (Planning–Organizing–Leading–Controlling) framework. From the planning perspective, experts emphasized the need for clearly defined short- and long-term goals, alignment of training and competition schedules with academic demands, and strategic planning for budgets, facilities, and human resources. In terms of organizing, the experts agreed that a clear organizational structure with well-defined roles and responsibilities among administrators, coaches, and student leaders is essential, along with improved coordination mechanisms between clubs and university administrative departments. Regarding leading, effective leadership by coaches and club leaders was identified as a key factor in motivating student participation, enhancing training quality, and fostering long-term engagement through incentives, recognition, and positive club culture. Finally, under the controlling dimension, the experts highlighted the importance of establishing monitoring and evaluation systems, including performance indicators, participation records, training outcomes, and feedback mechanisms, to ensure accountability and continuous improvement. Overall, the focus group discussion results indicate that adopting a POLC-based management guideline would provide a practical and coherent framework to strengthen governance, improve operational efficiency, and promote the sustainable development of university badminton clubs in Tianjin city.

Part 3: Confirming the guideline to manage badminton clubs for university students in Tianjin city.

After completing a rigorous research procedure that integrated questionnaire-based surveys, in-depth expert interviews, and focus group discussions, a comprehensive guideline for the management of badminton clubs for university students in Tianjin City was formulated. To determine the guideline's overall quality, relevance, and operational viability, it was further examined using the connoisseurship evaluation approach. The validation panel consisted of seven specialists, including three sports management experts, two badminton teachers, and two university administrators, who collectively provided expert judgment on the guideline's feasibility and implementation potential.

In conclusion, the connoisseurship discussion results with seven experts comprising sports management experts, badminton teachers, and university administrators collectively confirm that the developed POLC-based guideline is appropriate, practical, and effective for managing badminton clubs for university students in Tianjin City. The experts reached a broad consensus that the guideline accurately reflects existing management conditions and addresses key challenges related to planning, organization, leadership, and control within university badminton clubs. The proposed planning strategies were considered feasible for managing training schedules, budgets, facilities, and human resources, while the organizational structure and role allocation were viewed as clear and implementable. In addition, the leadership strategies were recognized as effective in motivating coaches and students, and the monitoring and evaluation mechanisms were deemed suitable for assessing management performance and supporting continuous improvement. Overall, the experts agreed that the guideline is feasible across universities with different resource levels and suitable for practical application, providing a reliable framework to promote the sustainable and systematic development of university badminton clubs in Tianjin city. The details of the guideline to manage badminton clubs for university students in Tianjin city was as follows:

1. Planning (P) divided into 3 elements namely, development objectives, strategic planning, and resource planning.
2. Organizing (O) divided into 3 elements namely, organizational structure, role and responsibility allocation, and coordination mechanisms.
3. Leading (L) divided into 3 elements namely, leadership and management, coach leadership development, and student motivation and engagement.
4. Controlling (C) divided into 3 elements namely, monitoring and evaluation system, assessment mechanisms, and feedback and continuous improvement.
5. Institutional Support System divided into 3 elements namely, policy support, financial support, and facility and equipment support.

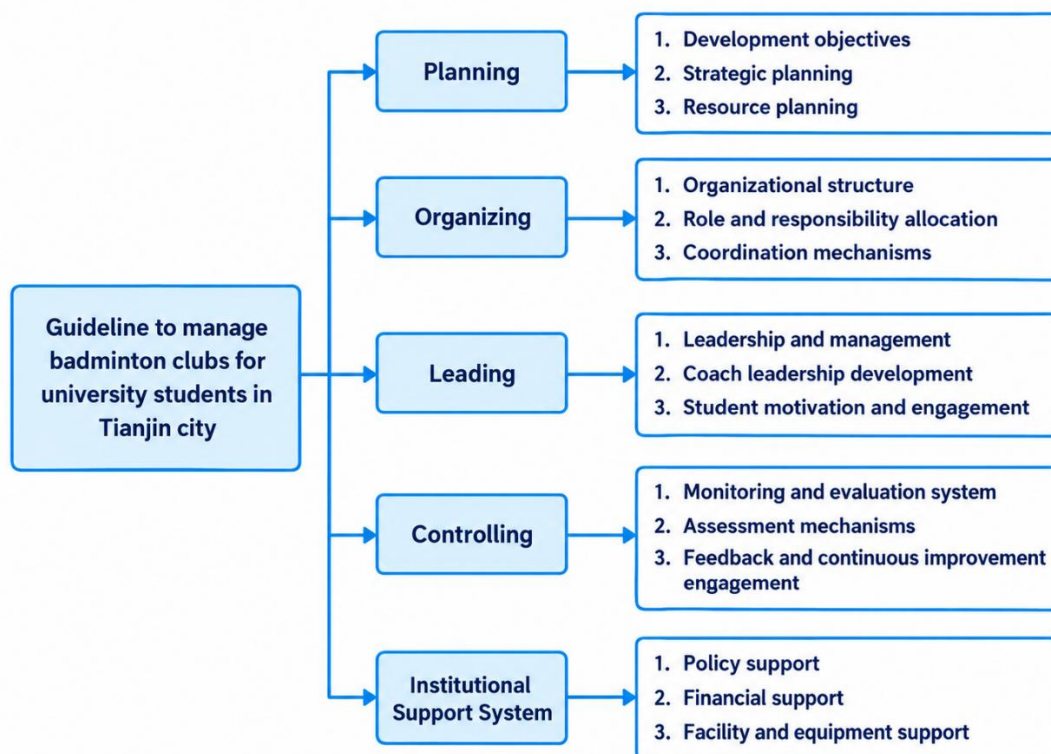


Figure 1. Guideline to manage badminton clubs for university students in Tianjin city

Discussion

This chapter discusses the major findings of the study in relation to existing theories and previous research, with particular emphasis on how the developed POLC-based guideline responds to the current management conditions and challenges of university badminton clubs in Tianjin City. The discussion is structured around the four core dimensions of the POLC framework, Planning, Organizing, Leading, and Controlling, and highlights how the integration of quantitative and qualitative evidence supports the feasibility and effectiveness of the proposed guideline.

For Planning (P): Strategic Direction and Resource Alignment. The findings from the questionnaire survey revealed that university badminton clubs in Tianjin City face significant challenges related to unclear development goals, insufficient financial support, and conflicts between training schedules and academic commitments. These results are consistent with previous studies indicating that inadequate planning is a

primary constraint in the management of university sports clubs (Burton et al., 2017; Houlihan & Green, 2008). In response, the developed guideline emphasizes the formulation of both short-term and long-term development objectives, systematic training and competition planning, and the alignment of club activities with academic calendars.

Expert interview and focus group findings further reinforced the importance of strategic planning, particularly in budgeting, facility usage, and human resource allocation. This aligns with the principles of modern sports management, which stress that effective planning enables organizations to anticipate constraints, allocate resources efficiently, and support sustainable development (Slack et al., 2022). By embedding structured planning procedures within the guideline, this study addresses the fragmented and short-term operational patterns identified in the empirical results.

For Organizing (O): Structural Clarity and Role Allocation. The survey results indicated low levels of satisfaction regarding organizational structure and administrative coordination, suggesting that many badminton clubs lack clear governance mechanisms. These findings are consistent with Chelladurai's (2014) multidimensional model of leadership, which emphasizes that unclear role definitions and weak organizational structures undermine organizational effectiveness. The proposed guideline responds by establishing a multi-level organizational structure involving university administrators, club management committees, coaching teams, and student leadership groups. Insights from experts and focus group participants highlighted that effective organization depends not only on structural design but also on clear responsibility allocation and communication mechanisms. Similar conclusions have been drawn in previous research on university sports clubs, which stresses that coordination between administrative departments and sports units is essential for operational efficiency (Murphy et al., 2019). Therefore, the organizing component of the guideline directly reflects both empirical findings and established management theory.

For Leading (L): Leadership Effectiveness and Participant Motivation. Leadership emerged as a critical factor influencing the quality of training, student engagement, and long-term participation. Questionnaire findings showed that students place high importance on coaching quality and leadership, while experts emphasized that weak leadership reduces motivation and continuity. These results are consistent with transformational leadership theory, which posits that effective leaders enhance motivation, commitment, and performance through vision, support, and recognition (Bass & Riggio, 2006).

The developed guideline incorporates leadership development strategies for both coaches and student leaders, including professional training, participatory decision-making, and incentive mechanisms. This approach aligns with prior studies indicating that leadership capacity-building and recognition systems are essential for sustaining student participation in university sports clubs (Ferkins et al., 2018). By addressing leadership deficiencies identified in the results, the guideline strengthens the human dimension of club management.

For Controlling (C): Evaluation, Feedback, and Continuous Improvement. The absence of systematic monitoring and evaluation was a recurring issue identified across all data sources. Experts and administrators noted that without clear performance indicators and feedback mechanisms, it is difficult to assess management effectiveness or justify resource allocation. This finding echoes the work of De Bosscher et al. (2006), who emphasized that monitoring and evaluation systems are fundamental to effective sports organization governance.

Accordingly, the guideline proposes comprehensive controlling mechanisms, including performance indicators related to participation rates, training attendance, competition outcomes, and student satisfaction, as well as regular evaluations of coaching performance and resource utilization. These

mechanisms support evidence-based decision-making and align with continuous improvement principles in management theory (Slack et al., 2022).

For Institutional Support and Policy Implications. Across interviews, focus groups, and connoisseurship validation, experts consistently emphasized that institutional support is a prerequisite for effective guideline implementation. The lack of stable funding, policy backing, and facility access identified in the questionnaire survey reflects broader challenges in university sports governance in China (Qin & Li, 2020). By integrating policy support, financial mechanisms, and facility management into the guideline, this study contributes a practical framework that bridges management theory and institutional realities.

Conclusion and Suggestion

Upon completion of the connoisseurship-based validation, the panel of seven experts reached a unanimous consensus that the proposed guideline for managing badminton clubs for university students in Tianjin City constitutes a well-rounded and practically oriented framework. The experts further confirmed that the guideline is suitably adapted to the local context, realistically applicable within current institutional and resource limitations, and capable of supporting effective club management. The structure of the guideline is presented below:

Planning (P) divided into 3 elements namely, development objectives, strategic planning, and resource planning.

Organizing (O) divided into 3 elements namely, organizational structure, role and responsibility allocation, and coordination mechanisms.

Leading (L) divided into 3 elements namely, leadership and management, coach leadership development, and student motivation and engagement.

Controlling (C) divided into 3 elements namely, monitoring and evaluation system, assessment mechanisms, and feedback and continuous improvement.

Institutional Support System divided into 3 elements namely, policy support, financial support, and facility and equipment support.

Recommendations from the Research Findings

1. Universities in Tianjin City should implement the proposed POLC-based management guideline as a standardized framework to improve the planning, organization, leadership, and evaluation of badminton club operations.

2. University administrations should strengthen institutional support, including stable funding, adequate facilities, and clear policy guidance, to enhance student participation and ensure the sustainable development of badminton clubs.

3. It should further apply and validate the guideline across different universities and sports clubs to assess its adaptability, effectiveness, and potential for broader application.

Recommendations for Future Research

1. Future studies should implement the proposed POLC-based guideline in practice and examine its long-term impact on management effectiveness, student participation, and club sustainability.

2. Comparative research is recommended to explore the applicability of the guideline across different universities, regions, or sports clubs, in order to assess its adaptability and generalizability.

3. Subsequent studies may adopt mixed or longitudinal research designs to investigate changes in leadership effectiveness, organizational performance, and student engagement over time after guideline implementation.

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