



## Guideline Management to Operate Wushu Clubs in Vocational Schools in Chaozhou City

Weng Jiarong<sup>1</sup>, Nopporn Tasnaina<sup>2</sup> and Ponthep Leethong-in<sup>3</sup>

<sup>1,2,3</sup>Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

<sup>1</sup>E-mail: 949253373@qq.com, ORCID ID: <https://orcid.org/0009-0009-8590-0246>

<sup>2</sup>E-mail: aipia2489@gmail.com, ORCID ID: <https://orcid.org/0009-0002-7213-4414>

<sup>3</sup>E-mail: leethongin@gmail.com, ORCID ID: <https://orcid.org/0000-0002-2691-3727>

Received 17/03/2025

Revised 17/04/2025

Accepted 20/05/2025

### Abstract

**Background and Aim:** Traditional Wushu, a key element of Chinese culture, has diminished in influence among students due to modern lifestyles and limited school support. In vocational schools in Chaozhou City, Wushu clubs are underdeveloped compared to other sports clubs. This study aims to develop effective management guidelines based on the POLC framework to improve operations and encourage participation. The strategies to improve sport performance and participation of students were not only in normal classes learning, but must be supported by extracurricular activities. The sport clubs, which were organized by a group of students, were one of extra curriculum activities that could operate and organize activities, events to support members to practice, set teams to compete both on campus and outside campus. Wushu was a favorite activity among Chinese students, and many institutes established clubs that benefited from the teaching and learning, and ran extra activities for students. The establishment of a wushu club can not only enrich the campus cultural activities but also enable students to practice and improve skills and knowledge after class hours. In vocational schools within Chaozhou City, the sports club developed relatively slowly. This research was a mixed study to form a developed guideline for management to operate and to gain more effectiveness in club management.

**Materials and Methods:** 210 students and 38 teachers from martial arts clubs of four vocational schools in Chaozhou City were selected as the research samples. The sample groups were randomly sampled, and the gender was not controlled. The total number of samples was 248. The project-objective consistency index method was used to verify the questionnaire of 5 experts. The students' questionnaire IOC = 0.98, the wushu teachers and wushu club leaders' questionnaire IOC = 0.96, and the experts' interview questionnaire IOC = 0.96. Eight experts were interviewed to make recommendations and form management guidelines. According to the survey data, the researchers formulated the management policy and strategies of martial arts clubs and put forward suggestions. From an expert perspective, appreciation discussions were conducted with 7 experts to confirm the appropriateness and practicability of the guidelines.

**Result:** The guiding management of the Wushu club in Chaozhou Vocational School was established, including planning, promotion, incentive mechanisms, family support, team cooperation, and community cooperation networks. The organizational aspect focuses on communication, feedback mechanisms, responsibility allocation, and student body management to ensure effective club operation. The leadership side emphasizes timely communication, goal alignment, and planning operations to maintain the club's flexibility and effectiveness. The control aspects include teaching evaluation, feedback improvement, teaching quality, and student experience.

**Conclusion:** The POLC was applied to formulate guidelines for wushu club management, which consisted of planning, organizing, leading, and controlling aspects. The guideline concerned promotions, family and community supports, club structures, communications, distribution of tasks and responsibility, feedback, and evaluation. Finally, the researcher developed a guideline for management with 35 factors to operate a wushu club.

**Keywords:** Wushu Club; Guideline Management; Vocational School

### Introduction

Chinese vocational school wushu clubs are an important tool to promote students' physical health while protecting traditional culture; however, compared with other clubs, the promotion of martial arts clubs faces major challenges, especially in vocational schools, including an imperfect management structure, limited resources, and low student interest. Therefore, this study uses the POLC framework (planning, organizing, leading, controlling) to develop an interesting wushu club promotion program. With the progress of society and the improvement of people's living standards, more and more people have begun to pay attention to the inheritance and development of traditional culture. As an important part of Chinese traditional culture, wushu is still of great significance in today's society. However, due to various reasons such as the influence of modern lifestyle and changes in school education, the status and influence of martial arts in schools have gradually weakened. Therefore, it is particularly important to promote martial arts clubs in Chaozhou vocational schools.





Martial arts clubs can not only stimulate students' interest and love for martial arts but also promote students' physical and mental health.

Vocational schools cultivate compound technical talents with certain theoretical knowledge and strong practical ability. In the past 20 years, vocational education has developed rapidly. As an effective means to promote students' all-round development of morality, intelligence, physical, and beauty, school physical education has been paid more and more attention by all sectors of society (Zhi, 2013). The physical and mental health level of vocational college students is not only related to their future employment but also has great significance for the development of China's social economy and the overall improvement of the quality of the labor force. Sports clubs are an important carrier of campus culture and an important means of moral education in vocational schools, which is more conducive to the cultivation of students' lifelong sports consciousness and the improvement of comprehensive quality. It is of urgent and practical significance to explore the current situation of sports clubs in secondary vocational schools (Lin, 2018). The emergence of martial arts clubs has enriched the after-school life of secondary vocational students. The combination of classroom activities and extracurricular activities is particularly important for promoting the reform and development of physical education teaching and improving the relatively monotonous physical education classroom.

From the perspective of students, on the one hand, participating in martial arts clubs and martial arts training can improve the strength, speed, endurance, flexibility and coordination of practitioners, especially can develop the coordination effect of the body, which is the basis for other sports activities; At the same time, in the process of martial arts teaching, more self-defense can improve the students' self-defense ability and self-defense consciousness; On the other hand, as a part of Chinese traditional culture, martial arts is not only a sport, but also has a certain role in moral education. From the school's point of view, the establishment of martial arts clubs can not only enrich the campus cultural activities but also allow students to put the knowledge learned in class into practice after class, thus improving the passing rate of exams, which is the meaning of the martial arts community. At present, in Chaozhou City, compared with other sports clubs, martial arts clubs develop relatively slowly, and their coverage is small. Students still have a vague concept of martial arts and think that martial arts are a novel sports activity, which makes them reluctant to accept martial arts. Therefore, the establishment of a martial arts club can solve this defect to a certain extent, so that martial arts can better integrate into students' after-school life. Using the POLC theory, a reliable management model is put forward to make the wushu community work better. Based on this, the development of martial arts clubs in vocational schools is particularly important. To carry out martial arts education in vocational schools is of great significance not only to inherit the traditional culture of our country, but also to provide students with richer sports choices.

Therefore, in the context of the Healthy China strategy, this study randomly selected Chaozhou vocational school to investigate, understand the actual situation of the martial arts community, study the influencing factors, further accelerate the integration and construction, establish a reliable operation model for the Chaozhou community, and aim to improve students' attention to martial arts. Improve the enthusiasm of teachers and students to learn.

## Objectives

This study aimed to develop operational guidelines for wushu clubs in vocational schools with the following specific objectives:

1. To identify current management challenges and operational obstacles of Wushu clubs in Chaozhou vocational schools through a systematic investigation of students', teachers', and experts' perspectives.
2. To develop comprehensive management guidelines based on the POLC (Planning, Organizing, Leading, Controlling) framework that address identified challenges in Wushu club operations.
3. To validate the developed guidelines through expert connoisseurship evaluation based on the criteria of:





- a) Appropriateness: The degree to which guidelines align with the vocational education context and Wushu clubs' specific needs
- b) Practicality: The feasibility of implementation given available resources and institutional constraints
- c) Comprehensiveness: The extent to which guidelines address all critical management aspects identified in the study

## Literature Review

### Overview of vocational school sport clubs and Physical Education

Physical education in secondary vocational schools is an important part of vocational education, and its training goal is to provide professional and technical talents and a high-quality labor force for society. The quality of physical education determines the vocational skills, sports skills, professional quality, and physical quality of secondary vocational students. Secondary vocational education is an important part of China's youth education. The physical quality of students in secondary vocational schools plays an important role in the development of vocational education, and the effective development of physical education activities in schools is an important way to improve the physical health level of students (Zhang, 2021). Zhang (2023) said in the article that at the current stage of compulsory education, students have too much academic pressure, too much extracurricular training, and the idea of "valuing intelligence over body" makes it impossible for teenagers to achieve all-around development, resulting in a decline in students' physical quality, which seriously affects students' physical and mental health. "Double reduction" and sports homework complement each other. "Double reduction" provides time support for sports homework, and sports homework adds rich sports activities to "double reduction". Developing PE homework, adhering to student-oriented, reducing the "negative" of students' studies, increasing the "quality" of teaching, meets the needs of PE curriculum reform, and opens up a new world of PE curriculum. To sum up, through the analysis of scholars, it is concluded that student associations play an important role in students' school life. Student associations can enrich students' extracurricular life and improve their ability of social communication and communication. Students can choose their favorite associations according to their interests and hobbies. Reducing homework and training after class, to enhance students' physical health, promote the development of students' personality, as the goal, based on the double reduction policy, is conducive to the development of sports associations.

### Sport management principles and theories

Sports management refers to the process by which managers coordinate the activities of sports management organizations to achieve the established goals through the implementation of decision-making, organization, leadership, control, and other functions in the field of sports. Sports management is the specific performance of management in the field of sports, involving the planning, organization, coordination, and control of sports affairs.

The POLC framework represents a systematic approach to management that encompasses four essential functions: Planning, Organizing, Leading, and Controlling (Smith & Jones, 2020). In sports management contexts, this framework provides structural guidance for addressing the multifaceted challenges of club operations (Dang, 2019). Planning involves establishing objectives and determining courses of action for Wushu clubs, including program development, membership recruitment, and resource allocation strategies (Wang, 2021). Organizing focuses on arranging resources and delegating authority to achieve established objectives, particularly important in volunteer-based organizations like school clubs (Li, 2022). Leading encompasses motivation, communication, and coordination of stakeholders, including coaches, students, and administrators (Zhang, 2021). Finally, controlling establishes standards, measures performance, and implements corrective actions to ensure operational effectiveness (Guo, 2022). Previous applications of the POLC framework in school sports settings have demonstrated its utility for enhancing operational efficiency (Lin, 2018), though its specific application to Wushu clubs in vocational schools remains unexplored.

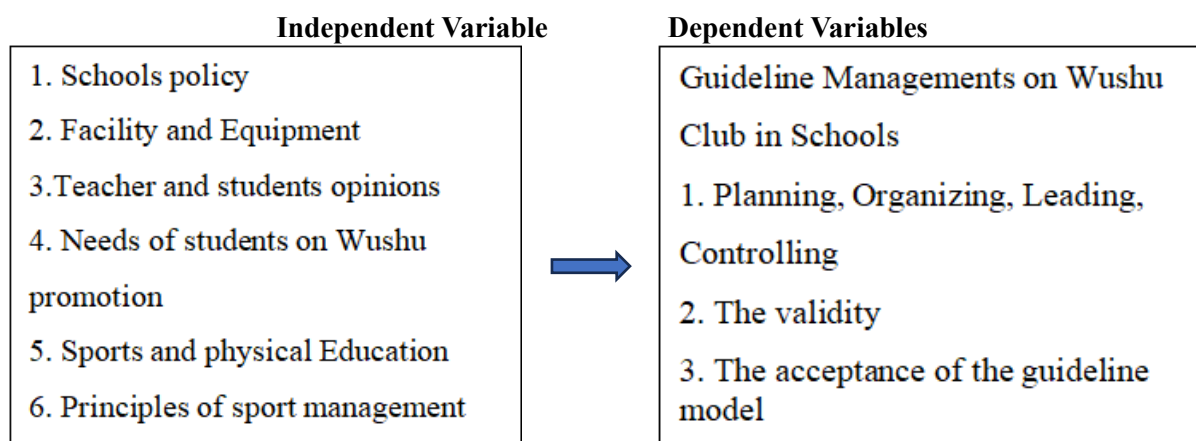
### Wushu club management

Guo (2022) pointed out in the paper that there were some common problems in the construction of martial arts associations in colleges and universities, such as "imperfect management institutions,

lack of management talents, less support from the school, lack of material resources, lack of teachers and coaches" and other problems appear in different societies to varying degrees, and this study also pays attention to these phenomena. If the problem affects the development of the community for a long time and is often discussed but still frequently occurs without a solution, then it is necessary to further discuss and reflect on the reliability, operability, and practice process of relevant countermeasures, especially to understand the root causes of the problem. To ensure the thoroughness of the problem analysis and its pertinence and effectiveness. The more common problems mentioned by Guo in the article are unbalanced development, serious personnel turnover, an imperfect management system, a lack of management personnel, a lack of teachers and coaches, and venue equipment that cannot meet the needs. Among them, staff turnover is affected by many aspects; in addition to the problems of members themselves, the problems of various aspects of the community may cause staff turnover.

In summary, through the analysis of the papers of colleges and vocational schools, it is roughly concluded that the current problems in martial arts associations, such as "imperfect management institutions, lack of management talents, less school support, lack of material resources, lack of teachers and coaches", appear in different societies to varying degrees, which greatly restricts the development of martial arts associations. The relevant research results provide a theoretical basis and reference for this paper.

### Conceptual Framework



**Figure 1** Conceptual framework

### Methodology

#### Research Tools

In this research, the research tools are as follows: (1) Questionnaire for student IOC = 0.98; (2) Questionnaire for teacher IOC = 0.96; (3) Interviewing form for expert IOC = 0.96; (4) Focus group interview sheet; (5) Evaluation form for Connoisseurship.

In Thai academic papers, IOC typically stands for "Index of Item-Objective Congruence." It's a method used to evaluate the content validity of research instruments, particularly questionnaires or test items. Here's a breakdown of what it means and how it's calculated:

1. Meaning of IOC: IOC is used to assess how well each item in a questionnaire or test aligns with the research objectives or the construct being measured.
2. Scoring and Calculation:
  - a) Experts rate each item on a scale: +1 = The item clearly measures the objective 0 = The item is unclear or uncertain -1 = The item clearly does not measure the objective
  - b) The IOC for each item is calculated using this formula:  $IOC = (\text{Sum of expert scores}) / (\text{Total number of experts})$
  - c) The acceptable IOC value is typically  $\geq 0.5$



3. Number of Experts:  
a) Generally, 3-5 experts are involved in the IOC process.  
b) Some researchers may use more experts for increased reliability, but 3-5 is the common range.

4. Interpretation:  
a) Items with an  $\text{IOC} \geq 0.5$  are considered acceptable and kept in the instrument.  
b) Items with an  $\text{IOC} < 0.5$  are usually revised or removed.

This method helps researchers ensure that their research instruments are valid and measure what they intend to measure, which is crucial for the quality and credibility of the research.

## 2. Population and Sample

**Population:** The population of this research was four vocational schools in Chaozhou city, namely, Chaozhou Health School, Chaozhou Agricultural School, Chaozhou Technical College, and Chaozhou Health Vocational College. There are 460 wushu club members, 25 wushu teachers, and 15 wushu club leaders in 4 vocational schools in Chaozhou City.

**Sample:** The sample size was determined by the Krejcie & Morgan table. Which showed 210 students, 24 wushu teachers, and 14 wushu club leaders, a total of 38 teachers and leaders, then the researcher calculated the proportion to size, and through random sampling, because the sample was random, the gender of the sample was uncertain.

### Research Participation

**Expert for IOC:** Five wushu professors with certain authority in the field of wushu were selected as experts, and the index of Item-Objective Congruence (IOC) was used to evaluate the questionnaire

**Expert for Experts' interview:** Eight experts, including four wushu club management experts, two school leaders, and two wushu teachers, were invited to conduct expert interviews to investigate the development status of wushu clubs in vocational schools and draft the framework of a guiding management.

**Experts for Focus Group:** Ten experts, including four wushu clubs' management experts, two school leaders, and four wushu teachers, were invited to conduct focus group discussions to draft a guidance management model.

**Expert for Connoisseurship method:** Seven experts, including four Wushu club management experts and three school leaders, were selected to discuss and determine the guiding management mode of Wushu club operation in Chaozhou Vocational schools

### Data Collection

1. The questionnaires were distributed online to all 24 wushu teachers, 14 club leaders, and 210 students. The purpose of this questionnaire is to study the status quo and existing problems of Wushu club management in Chaozhou Vocational School.

2. Interviewed eight experts who consisted of four Wushu club management experts, two school leaders, and two wushu teachers who were invited to conduct expert interviews and draft the framework of guidance management.

3. Invite ten experts, including four wushu club management experts, two school leaders, and four wushu teachers, to conduct focus group discussions and formulate a guiding management model for the operation of the wushu club in Chaozhou Vocational School.

4 seven experts, including four wushu club leaders and three school leaders, were invited to discuss and determine the directional management mode for the operation of the wushu club in Chaozhou Vocational School.

### Data Analysis

1. Mean and standard deviation were used to analyze the data from the questionnaire survey.  
2. Content analysis was used to analyze the data from the expert interviews and the literature review.  
3. Content analysis was used to analyze the data from the focus group.  
4. The Mean that was considered successful met the minimum threshold of  $\geq 4.50$  based on the scoring criteria of the Likert scale standards for determining grade levels. The Likert scale used in this research is as follows: (Lindner and Lindner, 2024)

- An average score of 4.51 to 5.00 indicates a Very High
- An average score of 3.51 to 4.50 indicates a High
- An average score of 2.51 to 3.50 indicates a Moderate
- An average score of 1.51 to 2.50 indicates a Low
- An average score of 1.00 to 1.50 indicates a Very Low

5. Content analysis was used to analyze the data from the Connoisseurship discussion.

## Results

The investigation results of the problems and obstacles in the management of the wushu club in Chaozhou Vocational School.

1.1 Chaozhou Vocational School Wushu club members' opinions on the problems and obstacles existing in the planning

**Table 1** Statistical table of problems and obstacles expressed by members of the Wushu club in Chaozhou Vocational School in the planning aspect (N = 210)

No	Issues	$\bar{x}$	S.D.	Level
<b>Planning</b>				
1	The policy of the school sports club promotes sports activities among students	4.40	0.80	Hight
2	The club improves students' fitness and sports skills	4.46	0.77	Hight
3	Students are required to be members of at least one sports club	3.44	0.82	Moderate
4	The mission of the Wushu Club is to meet the practical needs of students, train students' basic wushu skills, and exercise students' physical health	4.40	0.64	Hight
5	The wushu club develops students' ability to assist teams	3.47	0.82	Moderate
6	Regularly carry out wushu competition exchange activities with off-campus clubs	3.23	0.86	Moderate

As can be seen from Table 1, members' average scores on planning-related questions are highest: "The club has improved students' health level and sports skills" ( $4.46 \pm 0.77$ ), followed by "the school sports club's policy promotes students' sports activities" and "The mission of the wushu club is to meet students' practical needs and train students' basic wushu skills. Exercise students' physical health" ( $4.40 \pm 0.80$ ), followed by "wushu club develops students' teamwork ability" ( $3.47 \pm 0.80$ ), and "The school requires students to be a member of at least one sports club" ( $3.44 \pm 0.82$ ), Regularly carry out wushu competition exchange activities with off-campus clubs had the lowest average score ( $3.23 \pm 0.86$ ).

1.2 Opinions of teachers and management leaders of Chaozhou Vocational School Wushu Club on the problems and obstacles in the planning

**Table 3** Statistical table of problems and obstacles expressed by teachers and management leaders of Chaozhou Vocational School Wushu Club in the planning aspect (N = 38)

No	Issues	$\bar{x}$	S.D.	Level
<b>Planning</b>				
1	The mission of the wushu club should support teaching, learning, and school activities such as sports day events, competition events.	4.13	1.08	Hight



No	Issues	$\bar{x}$	S.D.	Level
2	The purposes of sport clubs in school are to support teaching and learning, sport for health, and sport for excellence.	4.18	0.99	Hight
3	The school should set the policy of sports clubs in schools to promote various sports for students	3.86	1.21	Hight
4	The school sets a requirement that the students be at least one member of a sports club	3.39	1.11	Moderate
5	The sports clubs should serve as the laboratory of students' practicum in cooperative work and a volunteer spirit.	3.26	1.04	Moderate
6	The mission of the wushu club should provide activities that respond to the needs of students in practice, training basic wushu skills, and exercise for health.	4.21	1.03	Hight
7	The mission of the wushu club is to provide training for excellence in school and the community.	4.00	1.12	Hight
8	Exchange and study with off-campus club coaches regularly	3.68	1.12	Hight
9	Organize school club teachers to participate in the training of off-campus institutions every year	3.81	1.04	Hight

As can be seen from Table 3, "The mission of the wushu club is to meet the practical needs of students, train students' basic wushu skills, and exercise students' physical health" ( $4.21 \pm 1.03$ ) has the highest average score among the club teachers and management leaders on questions related to the planning process, The lowest average score was "Sports clubs should serve as laboratories for students to practice cooperation and volunteer spirit" ( $3.26 \pm 1.04$ ), followed by "schools require students to be members of at least one sports club" ( $3.39 \pm 1.11$ ).

In summary of interviewing, through the combination of expert interviews and questionnaire surveys, this paper reveals the advantages, problems, and obstacles faced by the Wushu Club of Chaozhou Vocational School in its management. The advantages are summarized as follows: 1) The establishment of the wushu club has improved the students' health and sports level, and the club policy has met the practical needs of students. 2) Perfect teacher incentive mechanism. 3) The club venue is well-equipped. 4) There are clear risk management measures. Problems and obstacles: 1) The school makes it compulsory for students to join sports clubs, and 2) the clubs do not cultivate students' spirit of solidarity and cooperation. 3) Not establishing effective communication channels. 4) The division of responsibilities between clubs and schools is not clear. 5) Lack of flexibility and pertinence in the formulation and implementation of training plans. 6) The feedback mechanism of students and teachers is not clear. 7) Insufficient evaluation of curriculum quality. 8) Cooperation with off-campus clubs is not close, ignoring the cooperation with off-campus clubs

### **The focus group method is used to determine the management and development policy of the Wushu Club in Chaozhou Vocational School.**

**Planning:** 1) Strengthen the planning and execution of publicity activities 2) Design and promotion of trial courses 3) Establish a reward mechanism to encourage voluntary participation 4) Strengthen support and promotion at the family level 5) Set up "Club Participation Award" selection activities 6) Incorporate task-based team activities 7) Joint activities with other clubs 8) Combine social service activities 9) Selection of the "Best Team Award" 10) Integrate into the cooperation evaluation mechanism 11) Strengthen close cooperation with off-campus clubs

**Organizing:** 1) Build an online communication platform 2) Regular update of activity bulletin board 3) Feedback meeting mechanism 4) Make a list of responsibilities 5) Organize and coordinate



meetings 6) Strengthen the division of responsibilities within the club 7) Set up a student communication group 8) Build a feedback mechanism combining online and offline 9) Establish a monitoring mechanism for the allocation of responsibilities 10) Dynamic adjustment of responsibilities

**Leading:** 1) Build a multi-channel feedback system, 2) Quarterly teacher-student meetings, 3) Anonymous feedback questionnaire, 4) Introduce a full-cycle feedback process, 5) Suggestion box mechanism, 6) Develop phased goals 7) Students' demand-oriented adjustment, 8) Flexible schedule, 9) Publicize the planning rules and stage objectives, 10) Regularly evaluate the effectiveness of the plan.

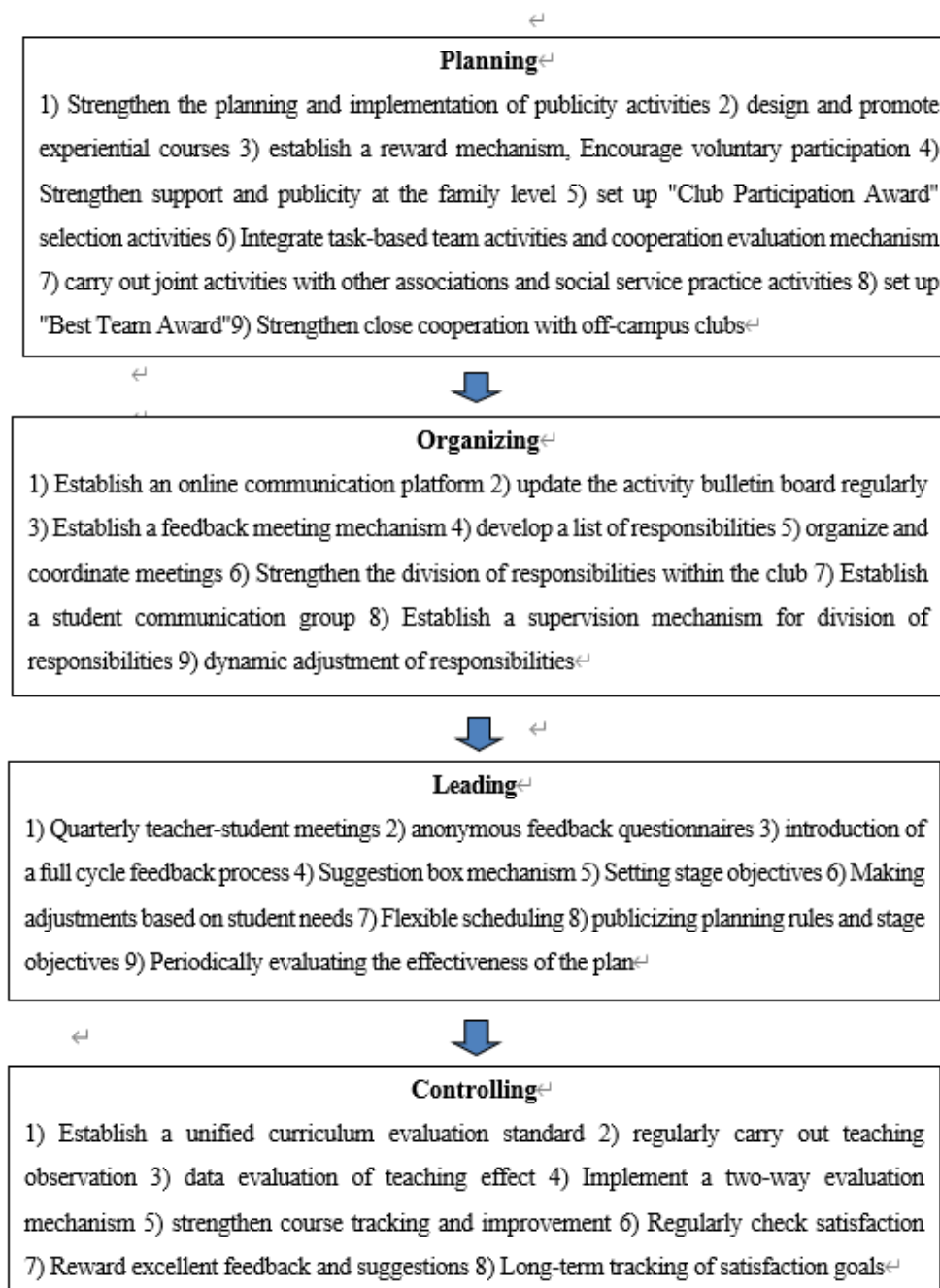
**Controlling:** 1) Establish unified curriculum evaluation standards, 2) Conduct regular teaching observation, 3) Data evaluation of teaching effect, 4) Introduce external evaluation experts, 5) Implement a two-way evaluation mechanism, 6) Strengthen course follow-up tracking, 7) Establish a regular feedback mechanism, 8) Regular check of satisfaction, 9) Reward excellent feedback suggestions 10) Long-term tracking of satisfaction goals.

To ensure the accuracy and professionalism of the successful management of the wushu club of Chaoyzhou Vocational School, this study invited a total of 7 experts, including 4 experts in the field of wushu and 3 management leaders of the wushu clubs of Chaoyzhou Vocational School. The final management was determined by the appreciation method. The guideline for managing to wushu club in vocational schools in Chaoyzhou City was as follows:





## Conclusion of guideline management to operate wushu clubs in vocational schools in Chaoyzhou City<sup>←</sup>



**Figure 2** Conclusion of guideline management to operate wushu clubs in vocational schools in Chaoyzhou City

### Conclusion

Based on the POLC management framework, this study systematically constructs the operation management system of Chaoyzhou Vocational School Martial Arts Club, including 35 key elements from four dimensions: planning, organization, leadership, and control. At the planning level, the promotion strategy, incentive mechanism and community cooperation network were designed, which significantly improved the social influence of the club and students' participation enthusiasm; At the organizational level, through optimizing the communication mechanism, clarifying the division of responsibilities and



improving the feedback system, the operation management efficiency is effectively improved; At the leadership level, dynamic goal adjustment mechanism and flexible execution plan were established to enhance the organization's adaptability to the environment. At the control level, a scientific evaluation standard has been formulated, a quality control system and a continuous improvement mechanism have been established to ensure the sustainable development of the club.

The results show that the POLC theoretical framework has obvious applicability in the management of cultural and sports associations with vocational education characteristics. The management guidelines formulated not only provide practical operation norms for club managers, instructors, and student cadres, but also find a balance between traditional cultural inheritance and modern vocational education needs. However, in the concrete implementation process, it is still necessary to make appropriate adjustments according to the actual situation of each school. This research result not only enriches the theoretical connotation of sports association management but also provides a practical model for the standardization construction of similar cultural and sports organizations.

## Discussion

The researchers found that to increase the participation and enthusiasm of students in the martial arts club, by holding large-scale publicity activities such as "sports club Open Day" to showcase the club's featured projects; Set up "experience week" to provide trial courses, so that students can understand the charm of the club; Implement multi-level reward mechanism; Promote the value of the club through parent-teacher conferences and live streaming, and enlist family support. These measures complement each other and lay a good foundation for the sustainable development of wushu clubs, which is consistent with the research results of researcher Zhang Feng (2023), who found that starting from increasing parents' participation in children's after-school training and activities, more topics and associations between parents and clubs should be generated, and martial arts clubs should learn related measures of Taekwondo clubs. The interaction between parents and the club can be increased by establishing online social platforms, carrying out parent-child activities, inviting parents to attend observation courses, or establishing parent committees, etc., to enhance the affinity and trust between the club and consumers.

To improve the management efficiency and communication quality of martial arts clubs, it is particularly important to develop an online platform integrating information release, interactive communication and feedback management functions to ensure efficient information transmission and pay attention to privacy and security; Set up a weekly bulletin board to update the schedule of activities and members' performance; Make and publicize the list of responsibilities of the club and the school, clarify the division of labor and reduce conflicts; Check the implementation of responsibilities through monitoring mechanisms and dynamically adjust the division of labor according to needs. These measures will effectively enhance the transparency and science of club management, which is consistent with the research results of Jiao (2016). He believes that in the development process of the club, accurately delivering the culture of the club to every member in need is the top priority, so website construction and network promotion will become the mainstream means in the future. Should actively keep up with the trend of The Times, so that the promotion method is more accurate and more efficient. The development of the club must establish an organizational structure and curriculum system suitable for its development. It is suggested that each club should gradually establish and improve the internal organizational structure of the club, which can be set up under the Marketing Department, the Coaching Department, the Venue Department, the Finance Department, and other departments. The division of labor and responsibilities of each department should be clearly defined, and the work should be carried out in strict accordance with the responsibilities of the department.

To improve the course quality and teaching effect, the club should establish a unified course evaluation standard, implement a two-way evaluation mechanism, so that students evaluate the coach's teaching, coaches' self-evaluation, and mutual evaluation of students' learning status, to ensure the evaluation of comprehensive evaluation. To encourage participation, students and coaches who give excellent feedback and suggestions can be commended to enhance enthusiasm, which is consistent





with the research results of researcher Zhang Zheng (2021), who believes that the management system of coaches in social wushu clubs should be improved. Schools should adopt a variety of evaluation methods to effectively evaluate the coaches of social wushu clubs, to better promote the enthusiasm of the coaches.

Students' satisfaction with activities, coaching, and training arrangements is regularly checked through the Satisfaction rating scale, long-term goals are set in conjunction with current levels, and progress is tracked monthly. To encourage participation, students and coaches who provide excellent feedback can be recognized to increase motivation. These measures will effectively ensure the professional and forward-looking teaching quality, and at the same time enhance members' satisfaction and recognition of the club, which is consistent with the research results of Yu (2017). He believes that understanding the needs of young people, retrieving feedback information, and timely adjusting the service content of the club. The relevant management staff of the school club can survey the needs and interests of the student members of the school to determine which sports are favored by the students and which can greatly arouse the interest of the students. By integrating the survey results and considering the actual situation of the school, the service content of the school club can be timely adjusted in different semesters and at different stages. At the same time, do a good job in the feedback of young students and parents, extract valuable feedback information, and promote the further development of primary school youth sports clubs.

The findings related to Planning aspects of the POLC framework highlight the importance of strategic promotion and family involvement in Wushu club development. This aligns with Zhang's (2023) research on parent-club interactions, though our findings extend beyond Zhang's emphasis on social platforms to include structured parent-child activities and systematic engagement strategies. Interestingly, while Zhang focused primarily on commercial clubs, our study demonstrates that similar principles apply in vocational education contexts, suggesting the transferability of these management approaches across settings.

The emergent emphasis on communication platforms in the Organizing dimension is confirmed by Jiao's (2016) findings regarding information delivery challenges but reveals a more nuanced need for bidirectional communication rather than simply information dissemination. Unlike Jiao's focus on organizational structure, our findings suggest that communication processes may be more fundamental to effective club operations than formal structural arrangements. This divergence may reflect the unique characteristics of vocational school contexts where formal hierarchies are less important than functional communication channels."

It could be seen that the data analysis results of this study are consistent with those of previous studies. It can be seen that the "Chaozhou Vocational School Wushu Club Management Guide" created in this study has the possibility and reliability of practical application.

## Recommendation

### Recommendation for this research

1. According to the results of the study, external factors must be considered first in the formulation of management strategies. This study combines POLC management theory, and the quality is confirmed by experts, so this management strategy can be used practically.
2. Phased Implementation Approach: We recommend vocational schools adopt these guidelines through a phased implementation process, beginning with the Planning aspects to establish foundations before progressing to Organizing, Leading, and controlling components.
3. Contextual Adaptation: While these guidelines were developed for Chaozhou vocational schools, they may be applied to similar institutions with appropriate cultural and structural adjustments. Schools should conduct preliminary assessments to identify which elements require modification.
4. Stakeholder Engagement: Successful implementation requires engaging all stakeholders, including school administrators, physical education departments, Wushu teachers, students, and community partners. We recommend establishing implementation committees with representatives from each group.

### Recommendation for further research



1. Expand the research scope to include vocational schools in other cities and regions to test the generalizability of the POLC-based guidelines.
2. Conduct longitudinal studies to evaluate the long-term impact of guideline implementation on club sustainability and student outcomes.
3. Apply mixed methods approaches with larger sample sizes and more diverse data collection techniques to address the methodological limitations identified in this study.
4. Investigate the transferability of these guidelines to other traditional cultural activities beyond Wushu.

## References

- Dang, C. (2019). *A study on the role of extracurricular activities in cultivating vocational literacy of students in secondary vocational schools* [Master's thesis, Hebei University of Science and Technology].
- Guo, W. (2022). *A study on the construction of martial arts clubs in general undergraduate colleges in Henan Province* [Master's thesis, Henan University].  
<https://doi.org/10.27114/d.cnki.ghnau.2022.001532>
- Jiao, J. (2016). *A comparative study on the operation status of Wushu and Taekwondo youth clubs in Shanghai* [Master's thesis, Shanghai Normal University].
- Li, Y. (2022). *Study on the influencing factors and reform pathways of the development of folk martial arts associations in Wenzhou* [Master's thesis, Harbin Sport University].  
<https://doi.org/10.27771/d.cnki.ghebt.2022.000197>
- Lin, H. (2010). *Research on the current situation and countermeasures of physical education in secondary vocational schools in Fujian Province* [Master's thesis, Fujian Normal University].
- Lin, S. C. (2018). *Research on the status quo and development path of sports associations in secondary vocational schools* [Master's thesis, Ludong University].
- Lindner, J. R., & Lindner, N. J. (2024). Interpreting Likert-type scales, summated scales, unidimensional scales, and attitude scales: I neither agree nor disagree, Likert or not. *Advancements in Agricultural Development*, 5(2), 152–163.  
<https://doi.org/10.37433/aad.v5i2.35>
- Liu, D. (2015). *A practical study of student clubs in secondary vocational schools* [Master's thesis, Liaoning Normal University].
- Smith, J., & Jones, M. (2020). *Fundamentals of sports management*. SportPress.
- Wang, H. (2021). Strategic planning and implementation in martial arts club management. *Journal of School Sports Administration*, 15(3), 88–97.
- Xu, M. (2021). *Investigation and analysis of the development status of martial arts clubs in colleges and universities in Weifang* [Master's thesis, Hebei Normal University].  
<https://doi.org/10.13920/j.cnki.rszy.2021.07.010>
- Zhang, F. (2023). *A comparative study on the operation strategies of Jinan Taekwondo Club and Wushu Club* [Master's thesis, East China Normal University].
- Zhang, Z. (2021). *Research on physical education teaching status and countermeasures in Wuhan secondary vocational schools* [Master's thesis, Hubei University of Technology].
- Zhang, Z. (2021). *Research on the status quo of social martial arts clubs entering the campus* [Master's thesis, Yangzhou University].
- Zhi, Y. (2013). The role of physical education in promoting comprehensive development among vocational students. *Journal of Vocational Education Research*, 19(3), 45–50.