Managerial Guidelines to Promote Cheerleading Teaching and Learning for Higher Education Students in Guangdong Polytechnic of Industry and Commerce

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Abstract

Background and Aim: Cheerleading combines athletics, art, and education and has gained popularity among Chinese college students. However, its growth in higher education is hindered by limited resources, outdated teaching methods, and a lack of standardized management protocols. Guangdong Polytechnic of Industry and Commerce faces inadequate facilities, insufficient funding, and a shortage of professionally trained instructors. Existing research focuses on international competition systems rather than localized teaching frameworks, underscoring the need for context-specific managerial guidelines. This study, therefore, aims to develop POLC-based (Plan, Organize, Lead, Control) guidelines to optimize cheerleading instruction and learning at this institution.

Materials and Methods: Using a mixed-methods design and the POLC model, we surveyed 333 cheerleading students and 10 teachers via an online questionnaire based on the Taro Yamane formula. We also held focus groups with 15 experts—including professors, coaches, and administrators—to gather qualitative insights. Data were analyzed both quantitatively and qualitatively to extract core management components.

Results: The resulting managerial framework comprises four domains: Planning: Tiered objectives, adaptive strategies, communication, stakeholder engagement, and resource assurance. Organizing: Resource integration, role delineation, scheduling, and equipment oversight, diverse teaching models, and faculty development. Leading: Coordinated support, tailored counseling, team building, psychological services, exemplar leadership. Controlling: Multi-source feedback, safety protocols, data-driven evaluation, scientific assessment, iterative improvement.

Conclusion: This evidence-based framework offers higher vocational colleges a student-centered approach to cheerleading education. By addressing planning, resource allocation, leadership, and quality control, the guidelines balance skill development, collaboration, and safety. Institutions are encouraged to adapt these recommendations to local contexts, continuously monitor implementation, and explore interdisciplinary integration and digital innovations for ongoing refinement.

Keywords: Cheerleading; Teaching and learning; Colleges and Universities; Managerial Guidelines

Introduction

Education serves as the cornerstone of national development, driving societal progress and enhancing human capital. In China, the reform of physical education (PE) in higher education has gained momentum with the implementation of national PE curriculum guidelines, positioning sports innovation as a critical component of educational modernization. Cheerleading, a dynamic sport blending athletics, art, and teamwork, originated in American football culture and has evolved into a global phenomenon. Introduced to China through the NBA, it has grown into a discipline that integrates physical skill, creativity, and collective spirit. Defined by China's Gymnastics Management Center (2019) as a team-based sport emphasizing technical precision, coordination, and youthful vitality, cheerleading offers unique educational and fitness benefits, making it increasingly popular in universities (Wang, 2020). Despite its appeal, most Chinese colleges lack formal cheerleading programs, failing to meet student demand and hindering their potential to enrich campus sports culture. Guangdong Polytechnic of Industry and Commerce (GPIC), a leading vocational college and a national "Double-High Program" institution, exemplifies these challenges. Despite its prominence, GPIC's cheerleading development is constrained by insufficient curricular materials, teaching resources, and standardized evaluation systems.

This study aims to address these gaps by optimizing cheerleading course content at GPIC. The research seeks to establish a scientific, student-centered teaching system by enhancing curriculum design, resource allocation, and pedagogical frameworks. By aligning with broader PE reforms in Guangdong

Province, the findings aim to elevate cheerleading's educational impact, foster skill development, and advance the integration of innovative sports in vocational education.

Objectives

To develop Managerial Guidelines to promote cheerleading teaching and learning for higher education students in the Guangdong Polytechnic of Industry and Commerce

Literature review

Through sorting and analyzing existing literature, past research hotspots, and representative viewpoints were summarized, providing an important theoretical basis for this study and a reference for the writing of the paper. The literature review of this study includes the following sections:

Cheerleading

Cheerleading belongs to a new kind of sport, which originated from cheering for American football and gradually became popular in the world with the help of the American Professional Basketball (NBA), which has a history of more than 100 years. China knows and understands cheerleading through the American Professional Basketball (NBA), and cheerleading has developed into a highly integrated product of sports and art.

The Gymnastics Management Center of the State General Administration of Sport (2010) defines cheerleading as a type of sport that, under the accompaniment of music, helps athletes to collectively complete complex and difficult items, cooperate and dance movements, etc., which demonstrates the team's excellent athletic and technical skills, and shows the team's youthful and upward spirit, and tries its best to shape the sense of collective honor. " Wang (2006) believes that cheerleading is a kind of modern sport originated from the United States, which is a kind of sport with the help of music, with athletes completing difficult technical movements, and with dance movements, showing the youthful and upward spirit of the team, and seeking collective honor. " Xu Bo (2015) in the "Cheerleading Tutorial" used the definition of the State General Administration of Sports, that is accompanied by music, with the help of athletes collectively to complete complex, difficult projects, cooperation and dance movements, etc., to show the team's excellent athletic skills, to show the team's youthful, upward spirit, and try to shape the collective sense of honor of a class of sports. The main body of cheerleading sport contains two kinds of cheerleading: dance and skill. In short, the former's basic techniques mainly include spinning, jumping, flexibility and balance, transition and connection, as well as all kinds of dance elements, etc., through the decomposition of the changes in the spatial orientation between the action to show the style characteristics of different dance cheerleading programs. Emphasize the explosive power of technical movements and body control, showing sports skills and team style.

The main body of cheerleading includes two kinds of cheerleading: dance and skill. In short, the basic technology of the former mainly includes rotation, jumping, flexibility and balance, transition and connection, and various dance elements, etc., through the change of spatial orientation between various decomposition movements to show the style characteristics of different dance cheerleading projects. Emphasizes the explosive power of technical movements and the control of the body. Demonstrate athletic skills and team spirit. The main form of dance cheerleading lies in the movement, and the formation is the visual effect between the whole movement, which requires the movement to be clean and neat, the basic technology to be accurate, beautiful, and the formation change to be coordinated and smooth. Skill cheerleading is a team competition event that integrates lift, throw, pyramid, and flip movements on the basic hand position and requires the cooperation and cooperation of the team members to complete the highly difficult movements with skills and fully reflects the superb skills of the team members.

In summary, the research on cheerleading teaching and learning covers a variety of aspects such as team learning, the improvement of teamwork ability, the current status and development strategy of teaching, the innovation of teaching mode, and program evaluation. These studies not only provide

theoretical support for cheerleading teaching but also provide guidance and suggestions for practical teaching.

Guidelines

Guidelines are usually defined as "official documents or statements that provide guidance and recommendations for a particular field or activity". The studies about cheerleading guidance in colleges and universities are as follows:

Zhang Bingmei (2016) pointed out that the effect of modern colleges and universities in carrying out cheerleading sports is not ideal due to various reasons, and it is necessary to provide professional guidance, enhance the importance of teachers and students, improve the training facilities, and reasonably utilize the resources of various parties to put forward corresponding countermeasures for the status quo of cheerleading sports in colleges and universities.

Wang Luying (2022) puts forward suggestions to improve the aesthetic and artistic value of cheerleading through the study of the aesthetic and artistic orientation of dance cheerleading, which provides theoretical support for the development of the dance cheerleading program.

Lin (2020), in the article "China's Cheerleading Development Status and Strategies," uses the literature method, expert interviews, and other research methods, from the organization and management, competition and training, popularization and promotion of three major aspects of the development of China's cheerleading sports put forward the corresponding strategies.
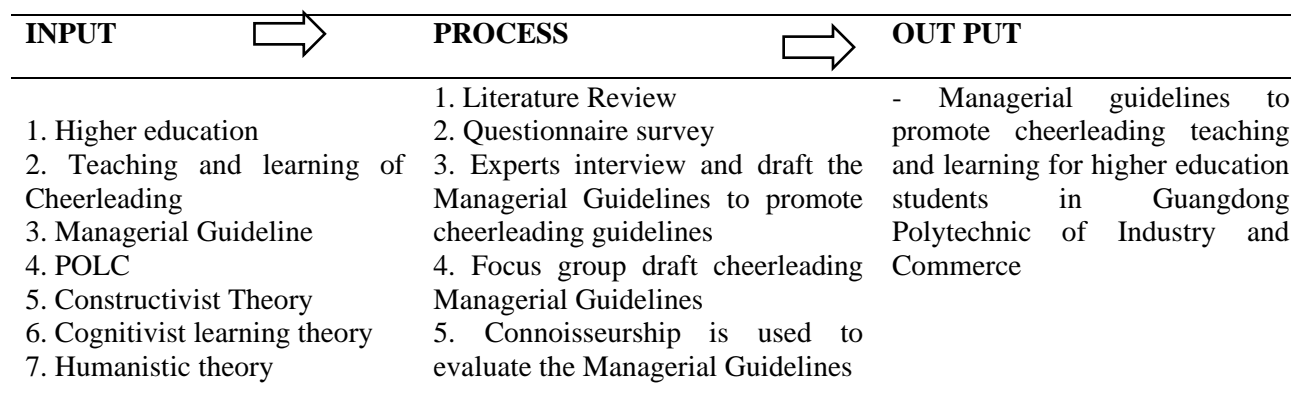
These studies have revealed that cheerleading education needs to take into account management effectiveness, aesthetic value, and promotion paths, but have not yet formed a multidimensional integration of the guidance paradigm, highlighting the need for further integration of practical needs and theoretical innovations in this field of research.

Summaries of literature and research review

Through the analysis of the above literature, it is concluded that experts and scholars focus on the development and popularization of cheerleading in foreign countries, the operation of events, and other aspects of the study, and less relevant research on teaching. However, our school has made cheerleading a sport that combines artistry, competitiveness, and entertainment, and it is carried out in public physical education classes, and its popularity and participation continue to increase. The teaching content covers basic theory, skill training, teamwork, and musical rhythm cultivation, aiming to enhance students' professionalism and innovation ability. The teaching organization adopts diversified teaching methods to meet the learning needs of different students. Competition training, as an important part of teaching, strengthens students' competitive level and teamwork spirit through participation in competitions at all levels. Social practice activities provide a platform for students to combine theory and practice and enhance their social practice ability. Nevertheless, the teaching of cheerleading is still facing challenges in the construction of teachers, teaching resources, and the improvement of competition mechanisms, etc. In the future, it is necessary to further optimize the teaching system, strengthen the training of teachers, enrich the teaching content, innovate the teaching methods, and improve the competition system, to promote the sustainable development of the sport of cheerleading in higher vocational colleges and universities.

Conceptual Framework

INPUT	PROCESS	OUT PUT
1. Higher education 2. Teaching and learning of Cheerleading 3. Managerial Guideline 4. POLC 5. Constructivist Theory 6. Cognitivist learning theory 7. Humanistic theory	1. Literature Review 2. Questionnaire survey 3. Experts interview and draft the Managerial Guidelines to promote cheerleading guidelines 4. Focus group draft cheerleading Managerial Guidelines 5. Connoisseurship is used to evaluate the Managerial Guidelines	- Managerial guidelines to promote cheerleading teaching and learning for higher education students in Guangdong Polytechnic of Industry and Commerce

Methodology

This part introduces the fundamental ideas of study design, population and sample size determination, data collection methods, research instrument preference, and data analysis techniques. The provided information is outlined as follows:

Research design

The study was designed using a mixed-methods approach, with POLC management theory as the core framework, combining quantitative and qualitative data, and advancing in three phases: firstly, sorting out the status quo of domestic and international research on cheerleading teaching and management through literature analysis, and clarifying the theoretical gaps; secondly, identifying the pain points in the teaching of cheerleading team in Guangdong Institute of Industry and Trade Vocational and Technical College based on questionnaire surveys and semi-structured interviews with experts; and then generating the management guideline through a focus group The draft management guide was then generated through focus groups; finally, the guide was optimized by the appreciation and evaluation method, and the credibility of the results was ensured by descriptive statistics and content analysis to finally form a set of teaching and management programs that take into account systematic, adaptive and dynamic feedback mechanisms.

Population and sample size

There are 1500 students enrolled in Guangdong College of Commerce, Industry and Trade (including Baiyun Campus, Tianhe Campus, and Liwan Campus). Owing to approximately 600 students choosing to learn the cheerleading course in Baiyun Campus, approximately 500 students choose to learn the cheerleading course in Tianhe Campus, and approximately 400 students choose to learn the cheerleading course in Liwan Campus.

According to Taro Yamane's sample (Yamane, 1967), in this study, a total of 333 cheerleading option students were selected from the three campuses for the survey. 133 cheerleading students were selected from Baiyun Campus, 110 students were selected from Tianhe Campus, and 90 were selected from Liwan Campus, respectively.

Data Collection

1. Two questionnaires will be distributed electronically among 10 teachers and 333 students via online "Questionnaire Star" software to gather the information concerning the situation and issues during the cheerleading teaching and learning under this research context, which will transfer the process of interview outline completion.

2. Using the interview outline and face-to-face interviews, 5 experts in cheerleading education and teaching will be invited to collect data to promote cheerleading teaching and learning design. The collected data will be organized into an outline.

3. Invite 10 focus group experts to discuss the outline, resulting in a draft of the Managerial Guideline for cheerleading education and teaching.

4. Based on the assessments provided by five connoisseurship experts, the final guidelines for cheerleading education and teaching will be evaluated and determined.

Research instrument

1. Questionnaire for Teachers and Students: According to the research purpose of this paper and the relevant laws of questionnaire design, this paper is designed based on reviewing a large amount of literature and other similar questionnaires. The questionnaire mainly investigates the current status of teaching, teaching content, teaching satisfaction, and so on. And the validity is tested by IOC, which is valued at 0.78. An IOC value in the range of 0.6-1 is usually considered good, indicating that a factor is rated positively in terms of both importance and performance.

The questionnaire is in the form of a Likert scale. The Likert scale consists of a set of statements, each of which has five responses: strongly agree, agree, neither agree nor necessarily, disagree, and strongly disagree, which are recorded as 5, 4, 3, 2, and 1, respectively.

2. Interview outline: 5 experts were interviewed to collect the data to draft the managerial guidelines to promote the cheerleading teaching and learning design（IOC=0.78）

3. Focus group outline: The Focus group outline was designed for 10 experts to discuss the managerial guidelines to promote the cheerleading teaching and learning design.

4. Connoisseurship evaluation form: Connoisseurship evaluation was adopted to assess and confirm the scientific validity of the managerial guidelines to promote the cheerleading teaching and learning design

Data Analysis

1.1questionnaire: The use of statistical analysis to analyze the level of the problem by comparing the mean and standard deviation ($\bar{x}$, SD) of each question to determine the specific direction of the content of the management guidelines

2. Interview method: the use of content analysis to analyze the expert's solution to the problem, i.e., the content of the management guidelines

3. Focus group: The content analysis method is used to formulate and adjust the management guidelines.

4. Connoisseurship method: Revision of the management guidelines using statistics and the content analysis method. Descriptive statistics ($\bar{x}$, SD), data analysis, and content analysis were conducted through the software package.

5. According to the Likert scale scoring criteria used to determine the grade level, it is considered that the average success meets the minimum threshold of ≥4.50. The Likert scale used in this study is as follows:

Results
PART1:

The results of the Survey on the Status of Cheerleading Teaching in Guangdong Polytechnic of Industry and Commerce

In this step, the researchers used questionnaires and interviews to ask the teachers and Students Related to Cheerleading Teaching and learning. There are 333 students and 10 cheerleading teachers from Guangdong Polytechnic of Industry and Commerce. The data analysis results are shown in the Table.

Table 1 Statistical table of Teachers on the Current Status of Cheerleading Learning and teaching(N=10)

No.	Content of Teachers(N=10)	$\bar{x}$	S.D	Result
1	I think the goals for teaching cheerleading are set.	4.5	0.5	Very high
2	I took into account individual differences in my students when	2.8	0.6	Moderate
3	I believe the cheerleading instructional objectives are enforceable.	4.0	0.4	High
4	In the lesson plan, the instructional objectives list specific targets	3.8	0.7	High
5	I believe that small milestones are set in each semester's lesson plan.	3.5	0.8	High

No.	Content of Teachers(N=10)	x̄	S.D	Result
6	I think there are adequate resources (e.g., space, equipment, money,	2.7	0.7	Moderate
7	I think the available space and equipment are suitable for	2.9	0.8	Moderate
8	I think the university provides adequate financial support for the	2.5	0.5	Moderate
9	I think resources are allocated appropriately when organizing	3.2	0.9	High
10	I think the roles and responsibilities of cheerleaders are delineated.	3.8	0.6	High
11	I think coaches can effectively motivate students to increase their	4.5	0.4	Very high
12	I think coaches can develop teamwork and cohesion in	3.0	0.8	High
13	Coaches can communicate with players promptly to solve problems	3.8	0.7	High
14	I think the coach can treat each player fairly in training.	3.5	0.9	High
15	I think the coach can mediate effectively when team problems arise.	3.2	1.0	High
16	I regularly evaluate the effectiveness of cheerleading practices and	3.6	0.8	High
17	I will pay attention to the students' psychological state, especially	2.9	0.9	Moderate
18	I provide regular feedback to students during training to help them	3.7	0.7	High
19	I can take the necessary emergency measures promptly if there is	4.5	0.3	Very high
20	I think the current cheerleading management model ensures quality	3.8	0.6	High
Total		3.5	0.68	Moderate

Table 2 Statistical table of Students on the Current Status of Cheerleading Learning and teaching(N=10)

No.	Content of Students(N=333)	x̄	S.D	Result
1	I think the goals set for teaching cheerleading are clear and challenging.	3.2	0.8	Moderate
2	Is the cheerleading practice plan communicated to me at the beginning of each semester?	2.8	0.7	Moderate
3	I believe the goals of cheerleading instruction meet my personal interests and developmental needs.	3.0	0.9	Moderate
4	I think the cheerleading program helps me to progressively improve my skill level.	3.8	0.6	High
5	The coach can make appropriate adjustments to my abilities and needs when developing the training program	3.5	0.8	High
6	I believe cheerleading training resources (e.g., fields, equipment, etc.) are adequate and meet training needs	2.5	0.5	Moderate
7	I think the schedule of cheerleading practice is reasonable and will not conflict with my studies.	3.5	0.8	High
8	I think the roles of cheerleaders are delineated among the members of the cheerleading squad, and that each person has clear responsibilities	3.6	0.7	High
9	I think the equipment and facilities in training are properly maintained to ensure smooth training.	2.9	0.8	Moderate
10	I can receive adequate instruction and support during cheerleading practices.	3.2	0.9	Moderate
11	I think my coach is effective in motivating me to stay positive during training.	4.0	0.8	High
12	The coach can provide individualized instruction based on my situation.	2.7	1.0	Moderate
13	The coach can identify and solve problems during training promptly to ensure smooth training for the team	3.4	0.9	Moderate
14	The coach can effectively coordinate cooperation and competition within the team during training.	3.6	0.8	High
15	I think the coach can take effective measures to mediate conflicts among players when problems arise in the team.	3.0	1.0	Moderate
16	I believe that the cheerleading schedule can be adjusted promptly based on my performance.	3.2	1.1	Moderate
17	I think the coaches can provide timely feedback to help me identify and improve my deficiencies.	3.0	1.0	Moderate
18	The coach can effectively reduce my psychological pressure before competitions or when the pressure of training is high.	2.8	1.1	Moderate
19	I believe that my training results can be reasonably assessed with adequate feedback.	3.5	0.9	High
20	I think cheerleading practice safety is managed well enough to prevent and deal with possible injuries promptly.	4.0	0.8	Moderate
Total		3.3	0.8	Moderate

Through the above survey and POLC theory, we can conclude that based on the POLC theory, there are 40 indicators in the survey on the current situation of cheerleading teaching and learning in, 6 indicators have high scores and 12 indicators have low scores, which reflects that there are big problems in the teaching and learning of cheerleading in Guangdong Institute of Business and Technology. There is an urgent need to construct a guideline for cheerleading teaching and learning to make cheerleading work better for students and promote all-around development.

Experts analysed the problems existing in the Cheerleading teaching and learning at the Guangdong Institute of Business and Technology and their views on the questionnaire score.

From the experts' interviews, it is concluded that cheerleading teaching has shown some successful experiences in four aspects: planning, organization, leadership and control, such as clear teaching planning, cross-sectoral resource integration, demonstration of professional coaches, and preliminary establishment of assessment and feedback mechanisms; however, it also faces problems such as insufficient standardized planning, incomplete professional organization, lack of leadership incentives and professional training, and imperfect assessment system. However, at the same time, we also face problems such as insufficient standardized planning, inadequate professional organization, lack of leadership motivation and professional training, and an inadequate evaluation system.

Experts suggest that in the future, it is necessary to make systematic and long-term teaching plans, establish a professional management organization with multi-departmental coordination, strengthen the professional training of leaders and coaches, and build a scientific performance evaluation and continuous improvement mechanism, to comprehensively improve the teaching quality of cheerleading and the comprehensive quality of students.

PART2:

The focus group method was used to determine the Managerial Guidelines at the Guangdong Institute of Business and Technology

In view of the problems in the cheerleading teaching and learning investigated above, this paper summarizes the draft of managerial guidelines by consulting domestic and foreign literature and combining with the actual situation in Guangdong Institute of Business and Technology.

The researchers interviewed experts and scholars in the cheerleading field about the management of cheerleading teaching and learning at Guangdong Institute of Business and Technology, and summarized the opinions of experts and scholars. Through the field investigation in Guangdong Institute of Business and Technology，the researchers put forward their own views and countermeasures on the problems existing in the actual Cheerleading management. After classification and induction, this paper puts forward the following countermeasures:

Planning. Layered Teaching Objective Design 2. Dynamic Feedback and Adjustment Mechanism 3. Transparency of information 4. Introducing a mechanism of multi-party participation and forward-looking research 5. Develop a resource input and guarantee plan

Organizing. Resource Integration and Budget Fighting 2. Clarify the division of roles and responsibilities of the cheerleading team 3. Time Management and Facility Maintenance 4. Performance appraisal. 5. Build a professional cheerleading teaching team. Integration of internal and external resources 7. Promote diversified teaching modes

Leading. Personalized Tutoring Program 2. Team building and conflict management 3. Establishing psychological contact and support with students. 4. Setting up role models and visionary leadership 5. Strengthening professional training for coaches and teachers 6. Build cultural leadership and value consensus

Controlling. Multi-dimensional feedback system 2. Strengthen safety management and emergency response 3. Establish data-driven effectiveness evaluation 4. Further improve the scientific evaluation and assessment system 5. Improve the feedback and improvement mechanism

PART3:

    Determining the results of the Managerial Guidelines to promote the teaching of cheerleading to Higher Education Students

    To ensure the accuracy of the Managerial Guidelines to Promote Cheerleading Teaching and Learning for Higher Education Students, ten experts who were free to share their opinions and experiences were invited to conduct focus group discussions through a purposive sampling method, including three faculty members with five years of experience in the field of physical education. Three cheerleading professors who had ten years of experience in the field. Two cheerleading coaches with eight years of experience in the field. Two athletic managers with six years of experience in the field.

Table 3 Determining the results of the Managerial Guidelines to promote the teaching of cheerleading to Higher Education Students

Con	Key success	x̄	S.D.	Result
Planning	1. Design Tiered Instructional Objectives.	4.6	0.5	Very high
	2. Establishment of dynamic feedback and adjustment mechanisms.	4.8	0.4	Very high
	3. Improve transparency of information.	4.5	0.5	Very high
	4. Introduce a mechanism of multi-party participation and forward-	4.8	0.4	Very high
	5. Develop a resource input and guarantee plan.	4.5	0.5	Very high
Organizing	1. Consolidation of resources and budgetary enhancements.	4.6	0.5	Very high
	2. Clarify the division of roles and responsibilities of the cheerleading	4.8	0.3	Very high
	3. Enhance time management and maintenance of equipment.	4.8	0.3	Very high
	4. Promote diversified teaching modes.	4.3	0.5	Very high
	5. Build a professional cheerleading teaching team.	4.5	0.5	Very high
	6. Integration of internal and external resources.	4.8	0.4	Very high
Leading	1. Individualized Tutoring Program.	4.7	0.4	Very high
	2. Strengthening team building and conflict management.	4.6	0.5	Very high
	3. Establishing psychological contact and support with students.	4.8	0.4	Very high
	4. Set up role models and visionary leadership.	4.7	0.3	Very high
	5. Strengthening professional training for coaches and teachers.	4.5	0.5	Very high
	6. Build cultural leadership and value consensus.	4.8	0.3	Very high
Controlling	1. Establishment of a Multi-dimensional feedback system.	4.6	0.5	Very high
	2. Strengthen safety management and emergency response.	4.8	0.3	Very high
	3. Establish data-driven effectiveness evaluation.	4.8	0.3	Very high
	4. Further improve the scientific evaluation and assessment system.	4.5	0.5	Very high
	5. Improve the feedback and improvement mechanism.	4.5	0.5	Very high
Total		4.65	0.42	High

    Since the expert consultation, all experts have accepted all the Managerial Guidelines to promote the teaching of cheerleading in Guangdong Institute of Business and Technology. It can be used in practice, has reliable quality, is suitable for local operation, and promotion in colleges and universities in Guangdong Province.

    Verified by experts, the success factor is credible and available.

Conclusion

    According to the results of the questionnaire survey, this study adopts the POLC theory, literature, and expert suggestions. To develop managerial guidelines to promote the teaching of cheerleading to students in colleges and universities, which are summarized as follows: In planning, there were five key

factors of successful management. In organizing, there were six key factors of successful management. In leadership, there were six key factors of successful management. In controlling, there were five key factors of successful management.

Discussion

In planning, the guidelines components included:

1. Design Tiered Instructional Objectives: Teachers are required to set separate instructional objectives based on student level (beginner, intermediate, and advanced). According to Tomlinson's (2001) theory of tiered teaching, setting different teaching objectives for students at different levels (beginner, intermediate, and advanced) can help personalize teaching and meet students' diverse learning needs.

2. Establishment of dynamic feedback and adjustment mechanisms: Convene teaching evaluation meetings each semester and revise follow-up plans based on anonymous student feedback. Black & Wiliam (1998) emphasize that formative assessment and feedback play a key role in classroom instruction. Regular teaching evaluation meetings and revision of subsequent teaching programs based on anonymous student feedback help to identify and correct deficiencies in teaching promptly, leading to continuous improvement.

3. Improve transparency of information. Utilize digital platforms to publish training programs and regularly disclose teaching results and directions for improvement(Li,2012).

4. Introduce a mechanism of multi-party participation and forward-looking research: Regularly organizing expert seminars, teacher-student exchanges, and peer experience sharing, and constantly revising teaching plans. Senge (1990), in his theory on learning organizations, emphasized that multi-party participation can stimulate innovation and continuous improvement within an organization.

5. Develop a resource input and guarantee plan. To develop a plan for the investment of resources, such as hardware equipment and venues, and to synchronize the development of teacher training and professional training programmes.

In organizing, the guidelines components included:

1. Consolidation of resources and budgetary enhancements. Solicit sponsorships by requesting a special budget from the university and by working with businesses and alumni. To ensure that the cheerleading education programme has an adequate material base, the guidelines recommend seeking sponsorship by requesting a dedicated budget from the school, as well as partnering with businesses and alumni.

2. Clarify the division of roles and responsibilities of the cheerleading team. Develop a Cheerleading Duties Manual that clarifies the division of tasks for each of the captains, co-captains, and team members(Wen,2021).

3. Enhance time management and maintenance of equipment: Implementation of "flexible training hours" to reduce course conflicts; designation of a person to check the equipment weekly, which is included in the semester assessment. The introduction of 'flexible training hours' to reduce course conflicts and the appointment of a person responsible for weekly equipment inspection (and counted in the termly assessment) can ensure the continuity of the training programme and the good operation of teaching resources.

4. Set up role models and visionary leadership. Improvements will be incorporated into end-of-year teacher evaluations and assessed in relation to student participation and satisfaction.

5. Integration of internal and external resources. Group training and individualized tutoring based on student foundation stratification(Peng,2013). Darling-Hammond (2000), in a study of teacher professional development, pointed out that systematic professional development can significantly improve the quality of teaching and learning, and that interdisciplinary teamwork can help to inspire instructional innovation.

In leading, the guidelines components included:

1. Individualized Tutoring Program.Weekly one-on-one tutorials, customized training programs, and "personal growth profiles" for students.

2. Strengthening team building and conflict management.Organization of quarterly team-building activities to enhance trust. Organizing quarterly team-building activities to enhance trust addresses the critical role of group cohesion in sports and educational settings.

3. Establishing psychological contact and support with students.Monthly "Stress Release Workshops" in collaboration with the School Counseling Center. The implementation of monthly "Stress Release Workshops" in collaboration with the School Counseling Center underscores the importance of mental health and well-being in student performance.

4. Set up role models and visionary leadership. Create a positive and united campus atmosphere through regular observation, demonstration, and recognition of outstanding teams and individuals. Creating a positive and united campus atmosphere through the regular observation, demonstration, and recognition of outstanding teams and individuals is a hallmark of transformational leadership.

5. Strengthening professional training for coaches and teachers. Regularly organizing training, seminars, and exchanges of experience for coaches and teachers, and inviting external experts to demonstrate 6. Build cultural leadership and value consensus. Making cheerleading an important vehicle for the spiritual culture of the campus. This is also consistent with what Dong (2012) suggested in his study.

In controlling, the guidelines components included:

1. Establishment of a Multi-dimensional feedback system: Teachers design and fill in the "Teaching Feedback Form" every month, set up an "Anonymous Suggestion Box" to collect weekly improvement suggestions, and publish the feedback results to be used for adjusting the training program.

2. Strengthen safety management and emergency response. Develop a Cheerleading Safety Code of Conduct that identifies protective measures for high-risk maneuvers (e.g., flips).In Zhong's study(2020), it was proposed that the training requirements for team members must wear protective gear; first aid training is conducted twice a semester to ensure that students and faculty are equipped to handle emergencies.

3. Establish data-driven effectiveness evaluation: Quantify training effectiveness with tools such as video playback systems, heart rate monitoring devices, etc. The guide proposes to develop quantitative assessment standards based on the characteristics of cheerleading, including indicators of skills, performance, teamwork, creative choreography, and theoretical knowledge (Huang, 2019).

4. Further improve the scientific evaluation and assessment system: Developing quantitative assessment criteria in line with the characteristics of cheerleading, including indicators of skills, performance, teamwork, creative choreography and theoretical knowledge(Huang,2019).5.Improve the feedback and improvement mechanism: Establishment of a closed-loop system for feedback on problems, collection of opinions from teachers, students, parents and external experts, data organization and problem analysis.

Recommendations

Recommendations for the application of the research results:

1. Align with Local Context

When implementing these managerial guidelines, universities and colleges should adapt them to their own student needs, regional characteristics, and campus culture.

2. Tailored, Detailed Planning

Institutions must conduct thorough, customized planning based on their unique goals and circumstances. A one-size-fits-all approach is unsuitable; individualized solutions are key to long-term success and sustainability.

3. Ongoing Evaluation and Adjustment

Establish a continuous monitoring and feedback mechanism during implementation. Regularly identify areas for improvement and make timely adjustments to enhance overall management effectiveness.

Recommendations for Future Studies:

1. Examine how different types of institutions (e.g., comprehensive universities, vocational colleges, private schools) may require distinct adaptations of these guidelines.

2. Investigate the role of digital management tools (such as campus apps or online evaluation systems) in supporting guideline implementation.

3. Explore interdisciplinary approaches—combining sports science, educational technology, and psychology—to further innovate cheerleading teaching management.

Suggestions

1. Since cheerleading varies greatly from university to college in terms of size, population, & administration, future studies should assess the applicability and scientific rigor of these key factors in different contexts, ensuring that they are effective across diverse environments.

2. It is crucial to evaluate the effectiveness of these management factors as cheerleading becomes more widespread, ensuring that they remain relevant and adaptable to the changing landscape of the sport.

3. Future research should also explore ways to refine and improve the management and development models based on expert insights, empirical data, and practical feedback. This ongoing development will help the long-term development of cheerleading in China's colleges and universities

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