Interdisciplinary Academic and Research Journal, 6 (6), November-December 2026
Old ISSN 2774-0374: New ISSN 2985-2749
Website: https://so03.tci-thaijo.org/index.php/IARJ/index
Article ID: e298278

Guidelines to Promote Youth Rugby Sevens for Secondary Schools in Shandong Province

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Received 10/02/2026 Revised 24/02/2026 Accepted 30/03/2026

Abstract

Background and Aims: Although Shandong Province possesses strong cultural, educational, and infrastructural foundations conducive to the promotion of Rugby Sevens in secondary schools, the development of the sport at the youth level remains limited. This situation is primarily attributed to low awareness and popularity, a shortage of qualified teaching and coaching personnel, inadequate facilities, and the absence of a systematic curriculum and development framework. Furthermore, concerns regarding safety, insufficient policy support, and low student participation continue to hinder the sustainable promotion and development of Rugby Sevens in Shandong secondary schools. The main objective of this research was to develop a guideline to promote youth rugby sevens for secondary schools in Shandong province.

Methodology: This research was a mixed-method study; it combines quantitative and qualitative research. To investigate the current situation and development of youth rugby sevens in Shandong Province, the researcher would use a total of 150 school directors and physical education teachers from 30 secondary schools in Jinan City, and the questionnaire validity will be tested for IOC by 5 experts (IOC = 0.75). After that, there will be interviews with 7 experts, and using three rounds of the Modified Delphi method with 21 experts and the connoisseurship method with 7 experts. For questionnaire data analysis would use descriptive data analysis, content analysis for the interview method, and the connoisseurship method. The criteria for Modify Delphi method were median (≥ 3.50) and IQR. (≤ 1.50).

Results: The guidelines to promote youth rugby sevens for secondary school in Shandong Province that the researcher has drawn up under the POIC Management principles and Cultural and Social Acceptance element, all 5 elements, total 81 items, divided into 16 items on planning element, 16 items on organizing element, 17 items on implementing element, 17 items on controlling element, and 15 items on cultural and social acceptance element. And 7 experts confirmed that this integrated model not only reflects strong management principles but also responds to the unique social and cultural context of Shandong province. This makes the guidelines both academically innovative and practically applicable for long-term development.

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Conclusion: They highlighted that the traditional POIC framework ensures strategic alignment, organizational clarity, practical implementation, and accountability, while the newly added Cultural and Social Acceptance dimension provides an innovative breakthrough. This innovation addresses cultural barriers, builds trust among parents and communities, promotes inclusivity, and ultimately ensures the sustainability of Rugby Sevens promotion in secondary schools.

Keywords: Guideline to Promote; Youth Rugby Sevens; Secondary School

Introduction

In recent years, youth sports have emerged as a national priority in China, with policy frameworks highlighting both participation and health results. The State Council's National Fitness Plan (2021–2025) advocates for increased youth sports engagement, enhanced public sports facilities, and fortified grassroots sports systems to further national fitness objectives (State Council of the People's Republic of China, 2021). The joint policy Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents emphasizes "sports–education integration" as a fundamental strategy to improve students' physical and overall development via school-based initiatives and structured sports involvement (General Administration of Sport of China & Ministry of Education of the People's Republic of China, 2020). Collectively, these national directives establish a policy framework for advancing new sports—such as Rugby Sevens—within educational environments.

Notwithstanding policy support, the implementation of national policies at the school level continues to pose difficulties, especially for specialist sports. Evidence indicates that China's physical education system encounters structural limitations, such as a deficiency of certified PE instructors and regional disparities in capacity, which may impede the execution of specialized sports programs (Reuters, 2025). Investigations on coaching development in China reveal ongoing deficiencies in coach education systems and professional trajectories, potentially hindering the quality and uniformity of youth sports provision (Chen, 2021). Recent research within the Hong Kong China rugby context identifies practical implementation problems for Rugby Sevens coaches, such as limitations in training environments and the necessity for organized assistance for coach education and development (Groves et al., 2024). The findings collectively suggest that promoting youth rugby necessitates not only policy support but also an effective management and development framework that encompasses human resources, facilities, and program organization.

Participation in rugby is significantly influenced by community and familial approval. Research regarding parental perceptions of risk in youth contact rugby indicates that safety concerns and perceived injury risk significantly affect parental support, thereby influencing children's participation in sports (Anderson et al., 2022). This is particularly pertinent in

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educational settings, where parents frequently serve as primary decision-makers and gatekeepers for participation in extracurricular sports. Simultaneously, recent empirical evidence indicates that well-designed rugby-related programs can yield quantifiable physical advantages. A controlled intervention study indicated enhancements in gross motor skills and physical fitness in young children engaged in a structured flag rugby program, thereby affirming the educational and developmental benefits of age-appropriate and safe rugby-based activities (Shi et al., 2024). This study underscores the necessity of reconciling safety, parental assurance, and developmentally suitable program design.

Shandong Province, with its robust educational infrastructure and increasing focus on sports education, has the potential to serve as a model region for the development of school-based Rugby Sevens. Rugby Sevens is still underdeveloped in most Chinese secondary schools, notably in Shandong, owing to poor awareness, a lack of trained coaches, inadequate competitive pathways, and ongoing safety and parental apprehensions. Overcoming these obstacles necessitates a holistic, management-focused strategy that integrates policy alignment with practical implementation methods, encompassing coach and teacher development, facility accessibility, competition frameworks, and transparent assessment systems. This study seeks to establish a scientifically based framework and guidelines to enhance the promotion of Rugby Sevens in Shandong secondary schools, contributing theoretically to youth sport management and providing practical guidance for schools, local governments, and grassroots sport organizations.

Objectives

1. To survey the problem and current situation of youth rugby sevens for secondary schools in Shandong province.

2. To draft the guidelines to promote youth rugby sevens for secondary schools in Shandong province.

3. To confirm the guidelines to promote youth rugby sevens for secondary schools in Shandong province.

Literature Review

1. Concept of Rugby Sevens

Rugby Sevens is a form of rugby union using seven players per team on a regular rugby field, with matches divided into two halves of seven minutes each (World Rugby, n.d.-a). In contrast to conventional 15-a-side rugby, the diminished player count enhances the space allocated to each athlete, leading to an accelerated pace and heightened focus on speed, agility, and decision-making. Due to its abbreviated duration and tournament-style format,

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Rugby Sevens necessitates elevated anaerobic endurance and repeated sprint capability (Higham et al., 2012).

The international prominence of Rugby Sevens markedly rose with its incorporation into the Olympic Games, which has catalyzed developmental initiatives in burgeoning rugby nations (World Rugby, n.d.-b). Rugby Sevens, as an Olympic discipline, is perceived not merely as a competitive sport but also as a medium for youth involvement and international sports interchange.

2. Key Skills in Rugby Sevens

The game's open-field design necessitates precise technical performance at rapid speeds. Essential skills, including passing, catching, and ball handling, are crucial for sustaining attacking continuity and capitalizing on space (World Rugby, n.d.-a). Players must exhibit precision and timeliness in passing to guarantee good support play and reduce turnovers.

Running proficiency and spatial awareness are of equal significance. Due to each player covering more distances than in 15-a-side rugby, speed, agility, and tactical positioning significantly impact performance results (Higham et al., 2012). Defensive abilities, especially tackling, require the integration of proper technique and physical control to guarantee both efficacy and player safety (World Rugby, n.d.-c).

Kicking abilities, encompassing restarts and tactical kicks, provide a strategic function in area control and scoring prospects. These technical components collectively underscore the multifaceted skill requirements in Rugby Sevens.

3. Current Situation of Youth Rugby Sevens Management

Despite the international acclaim of Rugby Sevens, young rugby development programs in emerging environments encounter systemic obstacles. Research on sports policy in China reveals that the efficacy of youth sports programs is contingent upon governance coordination, policy implementation mechanisms, and organizational competence (Zheng, 2018). In numerous instances, deficiencies are present in coach education, competitive frameworks, and inter-organizational cooperation.

The development of coaches is especially vital. Research on coaching systems in China indicates that organized training pathways and professional certification processes are inadequately developed in certain sports, impacting program quality and sustainability (Chen, 2021). Moreover, efficient sports management necessitates coordination across educational institutions, sports associations, and local authorities to secure consistent funding, uniform competition frameworks, and sustainable athlete growth prospects.

The aforementioned challenges suggest that the promotion of youth Rugby Sevens requires both policy endorsement and comprehensive management change, emphasizing human resources, facilities, competition organization, and assessment methods.

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4. POIC Management Theory

The POIC framework (Planning, Organizing, Implementing, and Controlling) is based on classical management theory. Planning, organizing, leading (or implementing), and controlling are universally acknowledged by management experts as fundamental managerial responsibilities (Koontz & Weihrich, 2010). Planning entails delineating objectives and identifying the methods and actions necessary for their attainment. Organizing entails defining roles, distributing resources, and coordinating tasks to facilitate effective workflow. Implementing (Leading) emphasizes the execution of plans by coordination, motivation, and operational management. Controlling entails overseeing performance, juxtaposing outcomes with established objectives, and implementing corrective actions to enhance efficacy. Utilizing the POIC framework in the management of young Rugby Sevens offers a methodical strategy for assessing policy coherence, organizational architecture, operational procedures, and evaluative systems.

The promotion of rugby sevens in junior middle schools in Shandong Province is a crucial initiative that aligns with the national strategy of fostering a robust sports culture and enhancing the integration of sports and education. Additionally, it represents a systematic endeavor that can facilitate youth development, enrich campus culture, and advance regional society. The progression of this initiative is anticipated to yield significant enhancements in sports, education, and social advantages, while paving a new avenue for the sustained development of rugby in China. The advancement of rugby sevens in junior middle schools in Shandong Province must commence from various dimensions, including infrastructure development, skills training, and policy endorsement. By establishing scientific criteria, embracing contemporary management theories, and incorporating international best practices, we may effectively address existing challenges and enhance the proliferation and advancement of rugby among youth. This will not only foster the comprehensive development of students but also establish a robust platform for the global advancement of Chinese rugby.

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Conceptual Framework

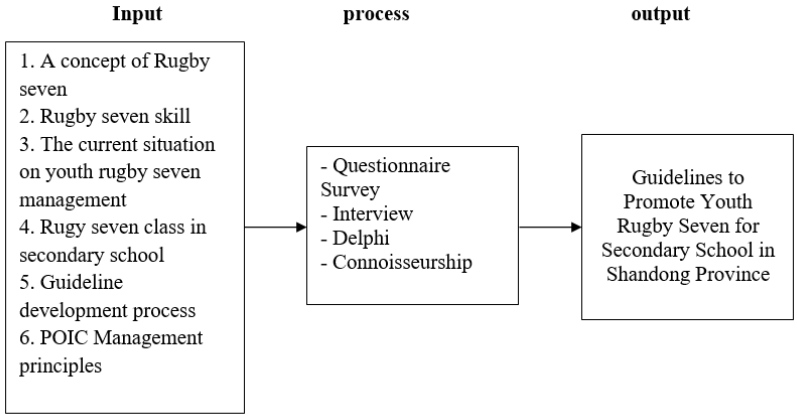


Figure 1 Conceptual Framework

Methodology

Population: In this study, the researcher will send the questionnaire to 30 secondary schools in Jinan City (The capital city of Shandong Province) with a total of 150 school directors and physical education majors in Rugby teachers.

Samples: This study will use purposive sampling to select the sample. The researcher would send questionnaires to 30 secondary schools with 5 questionnaires per school, including 1 questionnaire for the school director, 2 questionnaires for physical education teachers, and 2 questionnaires for physical education teachers majoring in Rugby, for a total of 150 questionnaires to investigate the current situation and development of youth rugby sevens in Shandong Province. All the samples must have more than 8 years of work experience.

Research participants: Using the purposive sampling method as follows:

1. 5 experts were used to determine the quality of the questionnaire. (IOC)

2. 7 experts were used to interview experts to find ways to create a guideline to promote youth rugby sevens, including 3 experts from the Chinese Rugby Association, 3 university professors specializing in rugby, and 1 head coach of the Shandong rugby team. All experts must have more than 8 years of work experience, and they must have expertise in developing management models and rugby.

3. 19 experts for the Modified Delphi method, including 9 middle school rugby coaches, 5 Chinese Rugby Association experts, 3 rugby university teachers, and 2 Shandong rugby coaches. All experts must have more than 8 years of work experience, and they must have expertise in developing management models and rugby.

4. Connoisseurship method using 7 experts, including 3 experts from the Chinese Rugby Association, 2 university teachers specializing in rugby, and 2 rugby coaches from the

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Shandong Provincial Team. All experts must have more than 8 years of work experience, and they must have expertise in developing management models and rugby.

Research Instrument

1. Questionnaire for collecting the data

The questionnaire used to survey the problem and current situations about Youth Rugby Sevens for Secondary School in Shandong province would be designed under the POIC management theory and information on the current problems from the study of related research. The questionnaire would consist of 2 parts: Part 1: Information on the status of the respondents. Part 2: The Current Situation of the Management Model to Promote the Youth Rugby Sevens for Secondary Schools in Shandong Province, The People's Republic of China. This part was a 5-level scale question with a total of 46 questions. Before using the questionnaire, it will be tested for validity by 5 experts, and the IOC value was 0.757, which is considered acceptable.

2. In-depth Interviewing form to collect the data from experts

The interview form is used to find ways to create a management model. The interview form was an open-ended question under the question of "Based on the POIC management theory, what should be the management model to promote the Rugby Sevens into campus policy for middle school in Shandong province?" Before implementation, the advisor was consulted on the appropriateness of the questions, and the quality was tested by using experts to check the language usage.

3. Questionnaire for Delphi

The questionnaire in the 3 rounds of the Delphi method would be created under the POIC management theory, combined with the analysis of the current problem from the results of the interview analysis. The questionnaire in the first-round Delphi questionnaire would be created by the researcher. In the second-round Delphi questionnaire still be the same format but the results of the median and IQR analysis from 19 experts would be added. In the third-round Delphi questionnaire would be the result of the scoring from sending the second-round questionnaire to 19 experts to confirm their answers.

4. Evaluation form for connoisseurship

The researcher would be using the management model as an instrument to request advice and evaluation results from 7 experts in the connoisseurship method.

Data Collection

1. Literature review by consulting monographs, journal articles, newspapers, magazines, and using websites such as CNKI and Chinese academic journals to search and access relevant literature materials.

2. Through a questionnaire survey of rugby teachers, we learned about the problems and obstacles in the management of rugby sevens in Shandong secondary schools.

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3. Interview 7 experts to find ways to create a draft of the guideline.

4. Invite 19 experts for the Delphi method to choose some items on each element that are effective, and confirm the final guideline with 7 experts by using the Connoisseurship method.

5. Connoisseurship by 7 experts to verify the Guideline to promote youth rugby sevens for rugby sevens secondary schools in Shandong.

Data Analysis

1. Use computer analysis software to collect and organize the data obtained from the questionnaire. ($\overline{X}$, SD)

2. Content analysis for the interview method.

3. Use the software package to analyze the data. (Median ≥ 3.50 and IQR. ≤ 1.50)

4. Content analysis for the Connoisseurship method.

Results

1. The questionnaire survey about the problem and current situation of rugby sevens for secondary schools in Shandong Province found that: **On planning,** the planning element was evaluated at a high level with an overall mean score of 3.81 and a standard deviation of 0.80. Schools demonstrated strengths in resource allocation, integration of student development, risk management, and alignment with national or provincial policies. **On organizing:** The organizing element received an overall mean of 3.50 with a standard deviation of 0.85, which corresponds to a medium level. While there was strong collaboration among teachers, administrators, and other schools, as well as effective coordination of facilities and timetables, weaker points were found in defining roles and responsibilities and in managing equipment and uniforms. **On implementing:** The implementing element showed an overall mean of 3.17 and a standard deviation of 0.83, reflecting a medium level of implementation. Strengths were observed in promoting student participation, supporting teachers, and emphasizing rules and ethics. **On controlling:** The controlling element scored the lowest overall, with a mean of 2.96 and a standard deviation of 0.86, indicating a medium level but close to the lower boundary. Strengths were found in monitoring safety incidents and evaluating teachers, but significant weaknesses existed in financial control, systematic reporting, and annual program reviews.

2. The expert interview technique revealed that the seven specialists concurred that the promotion of Rugby Sevens in Shandong's middle schools necessitates a comprehensive guideline that amalgamates policy, resources, education, and culture. Specialists from the Chinese Rugby Association underscored the necessity of conforming to national and provincial sports rules, developing a sustainable finance framework, and instituting a definitive development trajectory linking middle schools to higher-level contests. University

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professors emphasized the necessity of incorporating Rugby Sevens into the physical education curriculum by employing structured management principles, including planning, organizing, implementing, and controlling (POIC), to ensure the sport enhances students' physical literacy, teamwork, and social development. In addition to these characteristics, the interviews underscored a distinctive innovation of this study: the incorporation of a "Cultural and Social Acceptance" component. This component underscores the importance of cultivating a favorable perception of Rugby Sevens and securing endorsement from parents, educators, students, communities, and the media.

Table 1 The final draft of the guidelines to promote youth rugby sevens for secondary schools in Shandong Province.

NO	Content
Planning	
1	Develop a clear long-term development plan for Rugby Sevens in secondary schools.
2	Set measurable goals and objectives for Rugby Sevens participation and performance.
3	Integrate Rugby Sevens into the school's annual sports development agenda.
4	Align planning with national and provincial sports and education policies.
5	Consider students' age, interests, and physical development when planning programs.
6	Allocate budget specifically for Rugby Sevens equipment, training, and events.
7	Involve parents and communities in the planning process.
8	Establish a designated school-level committee/team for Rugby Sevens planning.
9	Use external experts and Rugby associations as consultants in planning.
10	Integrate Rugby Sevens into the PE curriculum where possible.
11	Include safety and risk management considerations in planning.
12	Plan talent development pathways linking school, provincial, and national levels.
13	Ensure gender inclusivity in planning Rugby Sevens activities.
14	Establish evaluation indicators to assess the progress of Rugby Sevens plans.
15	Coordinate planning with nearby schools to encourage inter-school competition.
16	Include promotional and awareness-raising campaigns in planning.
Organizing	

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NO	Content
1	Establish a clear organizational structure for Rugby Sevens development in schools.
2	Define roles and responsibilities among teachers, administrators, and coaches.
3	Coordinate Rugby Sevens schedules with academic timetables.
4	Form Rugby Sevens student teams based on skill levels and age categories.
5	Provide a system for managing equipment, uniforms, and facilities.
6	Create collaboration networks between schools for matches and tournaments.
7	Organize inter-school leagues and friendly competitions.
8	Develop support teams (volunteers, assistants) for Rugby Sevens activities.
9	Ensure facilities (fields, gyms) are well-maintained and accessible.
10	Organize training workshops and seminars for teachers and coaches.
11	Provide leadership roles to PE teachers to strengthen program ownership.
12	Develop communication channels for teachers, parents, and administrators.
13	Establish documentation and reporting structures for Rugby Sevens activities.
14	Promote cooperation between academic and sports departments within schools.
15	Build partnerships with universities and clubs for professional support.
16	Use digital platforms for scheduling, monitoring, and communication.
Implementing	
1	Conduct regular Rugby Sevens training sessions within schools.
2	Engage qualified coaches or trained PE teachers in program delivery.
3	Ensure warm-up, safety, and injury-prevention protocols are implemented.
4	Provide equal opportunities for boys' and girls' participation.
5	Integrate Rugby Sevens into regular PE classes and extracurricular programs.
6	Use student feedback to adapt and improve training sessions.
7	Conduct school-level Rugby Sevens tournaments.
8	Encourage inter-school competitions at the city/provincial levels.
9	Include Rugby Sevens in school sports days or festivals.
10	Promote teamwork, ethics, and discipline as core values in training.
11	Support teachers with resources and teaching materials.
12	Organize awareness campaigns to attract more student participants.
13	Provide tiered training programs based on student skill level.

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NO	Content
14	Encourage after-school and weekend Rugby Sevens activities.
15	Monitor and document student performance and progress.
16	Provide incentives or recognition for active student participation.
17	Ensure regular communication between coaches, teachers, and parents.
Controlling	
1	Conduct regular assessments of Rugby Sevens programs at the school level.
2	Monitor student performance through skill tests and observation.
3	Evaluate teachers and coaches on the quality of instruction.
4	Track and review safety incidents during Rugby Sevens activities.
5	Implement financial control systems for Rugby Sevens spending.
6	Prepare periodic evaluation reports on Rugby Sevens activities.
7	Review program effectiveness annually with stakeholders.
8	Establish feedback mechanisms for students and parents.
9	Follow up on planned activities to ensure implementation.
10	Use standardized rubrics to evaluate training quality.
11	Monitor inclusivity (gender, age groups) in participation.
12	Ensure accountability in resource allocation and use.
13	Involve external evaluators from sports associations in reviews.
14	Establish a transparent reporting system for program outcomes.
15	Apply data-driven analysis to inform program adjustments.
16	Create monitoring teams within schools to oversee Rugby Sevens.
17	Link evaluation results to future planning decisions.
Cultural and Social Acceptance	
1	Promote Rugby Sevens through media campaigns and school communication channels.
2	Organize community-based Rugby Sevens events with parental participation.
3	Highlight positive role models (athletes, coaches) in Rugby Sevens.
4	Address misconceptions about rugby being violent or unsafe.
5	Showcase Rugby Sevens as a tool for teamwork, discipline, and resilience.
6	Create parent-teacher forums to discuss the value of Rugby Sevens.
7	Partner with local communities to support Rugby Sevens events.

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NO	Content
8	Develop student ambassador programs to promote Rugby Sevens.
9	Use social media platforms to share success stories and achievements.
10	Engage alumni and former athletes to inspire current students.
11	Promote gender equality by highlighting both male and female rugby teams.
12	Incorporate Rugby Sevens into character education and moral lessons.
13	Create campaigns emphasizing Rugby Sevens as part of “Healthy China 2030.”
14	Encourage family attendance at school rugby competitions.
15	Build partnerships with NGOs or cultural organizations to promote the sport.

Table 1 indicates that the final draft of the guidelines for advancing youth rugby sevens in secondary schools in Shandong Province, formulated by the researcher in accordance with the POIC Management principles and the Cultural and Social Acceptance component, consists of 81 items distributed across five categories: 16 items related to planning, 16 items about organizing, 17 items concerning implementation, 17 items focused on control, and 15 items addressing cultural and social acceptance.

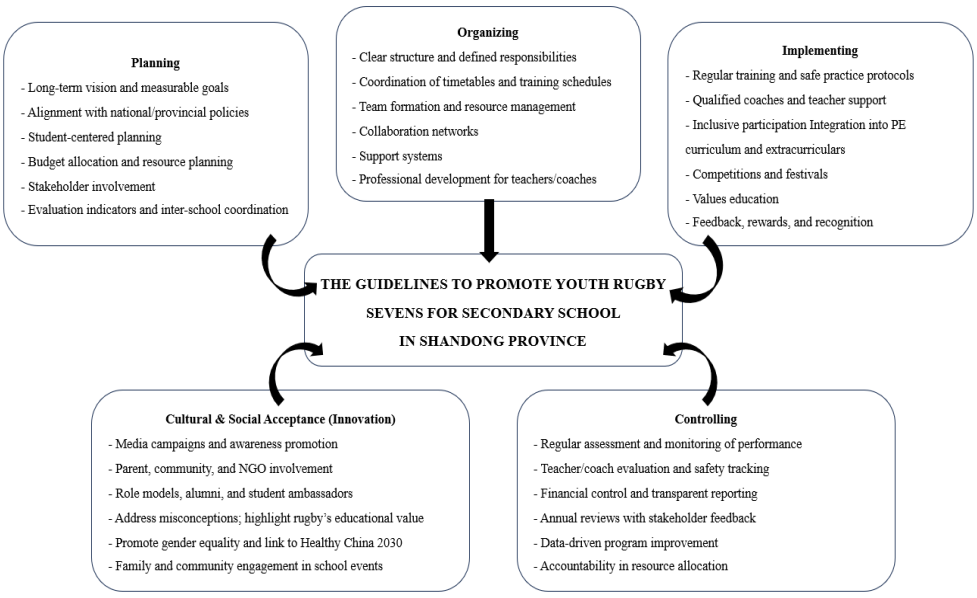


Figure 2 Guidelines to Promote Youth Rugby Sevens for Secondary Schools in Shandong Province

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The results confirm the criteria for promoting young rugby sevens in secondary schools within Shandong province. To validate the rules for promoting young rugby sevens in secondary schools within Shandong province, the researcher consulted seven specialists. Comprising three experts from the Chinese Rugby Association, two university instructors specialized in rugby, and two coaches from the Shandong Provincial Team. The confirmed results are displayed below. The universal agreement among the seven experts indicated that the proposed rules, including the five dimensions of Planning, Organizing, Implementing, Controlling, and Cultural and Social Acceptance, were thorough, practicable, and contextually pertinent for Shandong province. The classic POIC structure guarantees strategic alignment, organizational clarity, practical implementation, and accountability, whilst the newly incorporated Cultural and Social Acceptance dimension offers a unique advancement. This innovation overcomes cultural obstacles, fosters trust among parents and communities, encourages diversity, and eventually guarantees the sustainability of Rugby Sevens promotion in secondary schools. In conclusion, the experts affirmed that this integrated model not only embodies robust management concepts but also addresses the distinctive social and cultural setting of Shandong province. This renders the rules both academically novel and pragmatically applicable for sustained development.

The draft rules encompass all five factors aimed at promoting youth rugby sevens in secondary schools within Shandong province. The researcher has developed a model illustrated in Figure 1.

Discussion

Planning

The results demonstrate that thorough and policy-consistent planning is essential for promoting Rugby Sevens in secondary schools in Shandong. Effective planning must incorporate national policy guidance, long-term objective formulation, and methodical resource distribution to guarantee program sustainability. This outcome aligns with the strategy framework delineated in the Outline for Building a Leading Sports Nation published by the State Council of the People's Republic of China (2019), which underscores the enhancement of young sports development as a means to achieve national sports modernization. Moreover, the policy framework established by the General Office of the State Council of the People's Republic of China (2021) within the National Fitness Plan (2021–2025) emphasizes the necessity for organized school-based sports programs. From a theoretical standpoint, systematic planning corresponds with sport development theories that emphasize structured routes as crucial for sustained involvement growth (Green, 2005). Consequently, planning functions as the essential framework for guaranteeing both scalability and institutional sustainability in the promotion of Rugby Sevens.

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Organizing

The research indicates that well-defined structures, specified tasks, and collaborative engagement among several stakeholders are crucial for successful implementation. This discovery aligns with research suggesting that the advancement of youth sports relies on cohesive governance frameworks and intersectoral collaborations (Houlihan & Green, 2008). Moreover, sport management research underscores that organizational capacity—comprising leadership, inter-organizational collaboration, and resource integration—is a critical determinant of policy efficacy (Hoye et al., 2018). The observations indicate that Shandong's potential success in rugby development depends on both legislative support and the efficacy of institutional cooperation among schools, local sports bureaus, clubs, and families.

Implementing

Consistent training procedures, expert coaching, and diverse competitive possibilities emerged as fundamental components of effective implementation. This corresponds with the Long-Term Athlete Development (LTAD) concept established by Balyi and Hamilton (2004), which emphasizes organized developmental phases, suitable competitive exposure, and competent coaching as essential for athlete advancement. Furthermore, studies on school sports participation indicate that the quality of coaching and availability of structured competition markedly affect student involvement and retention (Fraser-Thomas, Côté, & Deakin, 2005). This research offers practical alternatives, such as teacher-coach professional development systems and varied competition formats, in contrast to studies that mainly address structural constraints, to improve student motivation and advancement pathways.

Controlling

The regulating function, which includes monitoring systems, financial management, safety oversight, and data-driven evaluation, was affirmed as essential for long-term sustainability. Current literature on sport governance highlights openness, accountability, and evidence-based assessment as fundamental to efficient sport administration systems (Hoye et al., 2018). Houlihan and Green (2008) contend that feedback mechanisms and adaptive management enhance policy outcomes in youth sport development. This study significantly highlights participatory control systems that integrate feedback from students and parents, hence improving accountability and responsiveness in program administration.

Cultural and Social Acceptance (Innovation)

This study's significant innovation is the incorporation of cultural and social acceptance into the conventional POIC framework. In China, patterns of sports involvement are significantly influenced by educational priorities, parental expectations, and social perceptions of particular activities. The national goal outlined in the State Council of the People's Republic of China (2016) within the Healthy China 2030 campaign emphasizes the necessity of fostering lifelong physical exercise habits and improving youth physical literacy.

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This study enhances the traditional management framework by emphasizing positive image-building, parental involvement, role modeling, and community participation, thus contributing a culturally relevant approach for the advancement of new sports. This innovation offers a transferable technique applicable not only to Rugby Sevens but also to the wider advancement of specialized sports within the Chinese educational framework.

Recommendations

Recommendations for Applying the Findings

1. Policy alignment: Educational institutions must synchronize Rugby Sevens programs with national and local sports strategies to guarantee institutional backing and sustainability.

2. Organizational structure: Distinct management responsibilities and cooperation with clubs, sports authorities, and communities must be developed.

3. Curriculum and competition: Rugby Sevens ought to be incorporated into physical education and extracurricular programs, bolstered by multi-tiered competitive frameworks.

4. Assessment and parental participation: Transparent monitoring procedures and proactive parental involvement must be established to enhance accountability and support.

5. Promotion of a positive image: Educational institutions ought to advocate for rugby via media, community events, and exemplary figures to bolster social acceptance.

Recommendations for Future Research

1. Conduct a pilot test of the proposed framework in educational institutions to evaluate its practical efficacy.

2. Conduct comparative analyses across provinces to discover contextual disparities.

3. Conduct longitudinal studies to investigate the enduring effects on pupils' development.

4. Investigate parental views and societal acceptability more thoroughly.

5. Evaluate the framework's adaptation to additional specialty sports.

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