



Research on the Current Situation and Strategies for the Development of Badminton in Colleges and Universities in Guizhou Province

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Abstract: Badminton, as a sport that is both competitive and recreational, is widely popular due to its flexibility and ease of participation. This paper takes Qiannan Normal University for Nationalities as a case study and uses research methods such as literature review, questionnaire surveys, expert interviews, and statistical analysis to investigate the current status of badminton activities in universities. It analyzes the shortcomings in the development of badminton sports and proposes related suggestions and improvements to address these issues. The findings aim to provide theoretical support and practical guidance for promoting the development of badminton in universities across Guizhou Province.

Keywords: higher education; badminton; current status analysis; countermeasure research

1. Introduction

In today's society, as people's awareness of health continues to increase, physical sports play an increasingly important role in people's lives. The "Opinions of the General Office of the State Council on Strengthening School Sports to Promote the Comprehensive Development of Students' Physical and Mental Health" points out the importance of promoting the scientific development of school sports, fostering the healthy growth of young people, and adhering to the guiding principles of "health first" and "comprehensive development" [1]. In the wave of nationwide fitness, badminton has been widely popularized and developed in various schools in China due to its entertainment, fitness, and competitive nature [2]. In college campuses, badminton is highly favored by university students, with an increasing number of participants, making it an important part of campus culture [3]. Badminton not only provides students with opportunities to exercise and relax, but also promotes communication and cooperation among classmates, enriching campus cultural life. However, despite the achievements in the development of badminton in colleges and universities, there are still many challenges that hinder the widespread development of the sport and the participation of students. This paper investigates and analyzes the current situation of badminton in universities in Guizhou Province, explores the challenges it faces, and proposes corresponding strategies. The aim is to provide a reference for further promoting sports teaching reforms and enhancing student participation in badminton.

2. Research Subjects and Methods

2.1 Research Subjects

Taking the current development status of badminton sports in universities as the research subject.

2.2 Research Methods

2.2.1 Literature Review

Literature was searched using databases such as CNKI and Wanfang, with keywords including "colleges and universities," "badminton," "sports," and "current situation." A comprehensive review of relevant literature was conducted to summarize and organize the collected data, gaining an understanding of the latest research findings both domestically and internationally, which provides solid theoretical support for this study.

2.2.2 Questionnaire Survey

Based on the research content and objectives, a "Survey on the Current Situation of Badminton Development in Colleges and Universities" was designed. A total of 300 questionnaires were distributed to students at Qiannan Normal University for Nationalities, with 296 returned, achieving a response rate of 98.7%, and 280 valid responses, yielding a validity rate of 94.6%.

2.2.3 Expert Interviews

Consultations were held with experts and teachers with years of experience in badminton. Discussions focused on the development and trends of badminton in universities to gain valuable insights and suggestions for this study.

2.2.4 Statistical Analysis

SPSS 17.0 software was used to conduct statistical analysis on the data collected from the questionnaires.

3. Research Results and Analysis

3.1 Student Satisfaction with Badminton Facilities

Table 1. Student Satisfaction with Badminton Facilities

Satisfaction Level	Number of Responses	Percentage
Very Satisfied	26	9.3%
Satisfied	135	48.2%
Neutral	81	28.9%
Unsatisfied	38	13.6%

Badminton is influenced by the quality of its facilities and equipment. Professional training venues can lead to better teaching and training outcomes [4]. According to Table 1, 26 students at Qiannan Normal University for Nationalities, or 9.3% of the total survey respondents, are very satisfied with the badminton courts and facilities. 48.2% of students are satisfied with the facilities, indicating that the majority of students are content with the courts. However, 13.6% of students expressed dissatisfaction with the badminton facilities. Qiannan Normal University for Nationalities has 8 indoor badminton courts and 3 outdoor courts, which are relatively sufficient. These courts are used for badminton classes during scheduled times and are available for students to use during other periods. However, since most students engage in badminton activities in the evening, with a large number of participants, there are instances of insufficient court availability.

3.2 Student Knowledge of Badminton

Table 2. Student Knowledge of Badminton

Knowledge Level	Number of Responses	Percentage
Very Familiar	42	15.0%
Familiar	105	37.5%
Neutral	93	33.2%
Unfamiliar	40	14.3%

Understanding a sport includes knowledge of its origin, development trends, techniques, tactics, and rules. Mastering this knowledge helps students improve their athletic skills, promote physical and mental health, and can also stimulate their interest, cultivating a love for badminton and the habit of regular exercise. According to the survey results on students' understanding of badminton, 15.0% of students claimed to be very familiar with badminton knowledge, and 37.5% of students had a general understanding of the sport. This indicates that the majority of students have some awareness of badminton and show active interest and participation in the sport. However, 33.2% of students rated their understanding of badminton as average, and 14.3% said they were unfamiliar with it. This may suggest that there is insufficient promotion of badminton knowledge, including the rules, techniques, and benefits of the sport. Therefore, most students' knowledge of badminton is not in-depth—they find it fun but lack a comprehensive understanding and mastery of the sport.

3.3 Channels through which Students Acquire Badminton Knowledge

Table 3. Channels through which Students Acquire Badminton Knowledge (Multiple Choices)

Channel	Number of Responses	Percentage
Classroom	72	25.7%
Reading Books	51	18.2%
Television/Radio	81	28.9%
Introduction by Others	46	16.4%
Online Resources	116	41.4%
Others	25	8.9%

In today's society, digitalization, informatization, and intelligence are developing rapidly. University students are in a crucial stage of physical and mental development, with strong cognitive abilities for new things and a certain foundation, which makes them more capable of acquiring information. The channels for obtaining badminton-related information have become diverse. According to the data in Table 3, 41.4% and 28.9% of students acquire information through the internet, television, and radio, reflecting modern students' reliance on and preference for online resources. Classroom learning is also an important channel, with 25.7% of students gaining related knowledge in class. The percentages for reading books and receiving information from others are relatively small, at 18.2% and 16.4%, respectively, which reflects that students mainly focus on academic courses and lack the habit of learning sports knowledge from books.

3.4 Students' Interest in Participating in Badminton

Table 4. Students' Interest in Participating in Badminton

Interest Level	Number of Responses	Percentage
Very Interested	79	28.2%
Interested	127	45.4%
Neutral	61	21.8%
Not Interested	13	4.6%

Interest is the driving force behind a person's engagement in an activity and a prerequisite for generating positive behaviors [5]. The intrinsic motivation for students to participate in sports mainly comes from their personal interest and preferences. Badminton, as a convenient and effective way of fitness, has attracted more participants. With the increase in participants, this indicates that the sport has gained widespread attention and recognition in society. According to the survey results on students' interest in badminton, 28.2% and 45.4% of students are very interested and interested in badminton, respectively, making up a total of 73.6%. This shows that the majority of students love the sport, and badminton is highly popular among students. Only 4.6% of students said they are not interested in the sport, which indicates a small number of people who do not enjoy it. This group of students may find their badminton skills insufficient, had a poor experience, or have other sports preferences. Schools can further stimulate students' interest in badminton by creating a better sports atmosphere, improving teaching methods, and encouraging more students to engage in and love this sport.

3.5 Students' Motivation for Participating in Badminton

Table 5. Students' Motivation for Participating in Badminton (Multiple Choices)

Motivation	Number of Responses	Percentage
Exercising the Body	83	29.6%
Love for the Sport	131	46.8%
Making Friends	53	18.9%
Improving Sports Skills	106	37.9%
Relieving Stress	41	14.6%
Others	16	5.7%

Sports motivation refers to the internal psychological factors that drive an individual to engage in physical activity. It is the direct driving force for people to participate in exercise and forms the psychological foundation of sports behavior[6]. Motivation for exercise encourages individuals to continuously participate and enjoy the activity, and cultivating positive exercise motivation is key to promoting long-term and sustained engagement in physical exercise. According to Table 5, the primary motivation for students participating in badminton is "love for the sport," accounting for 46.8%, indicating that most students participate in badminton because they enjoy it. The second most common motivation is "improving sports skills," with 37.9% of students hoping to enhance their badminton techniques and strategies. 29.6% of students selected "exercising the body" as their motivation, reflecting their focus on health. Regular participation in badminton can strengthen the body, regulate the mind, and comprehensively improve students' physical fitness [7]. The proportions of students choosing "making friends" and "relieving stress" as their motivation are 18.9% and 14.6%, respectively, showing that they hope to make more friends and relieve academic pressure through badminton.

3.6 Frequency of Students Participating in Badminton Weekly

Table 6. Frequency of Students Participating in Badminton Weekly

Frequency	Number of Responses	Percentage
1-2times	157	56.1%
3-4times	108	38.6%
5times or more	15	5.3%

Table 6 shows the frequency of students' participation in badminton each week. Most students (56.1%) participate in badminton 1-2 times a week, indicating that the majority engage in the sport infrequently. 38.6% of students play 3-4 times a week, reflecting a higher level of enthusiasm and a willingness to participate more regularly. Only 5.3% of students play 5 or more times a week. These students are likely members of the school's badminton team, sports specialists, or passionate badminton enthusiasts who have a strong interest in the sport and are dedicated to improving their competitive skills. This suggests that they find motivation and satisfaction in badminton and hope to achieve good results in future competitions. Overall, most students engage in badminton moderately each week, using the activity to achieve their fitness goals.

3.7 Duration of Each Badminton Session

Table 7. Duration of Each Badminton Session

Duration	Number of Responses	Percentage
0-30minutes	106	37.9%
31-60minutes	123	43.9%
More than 60 minutes	51	18.2%

Regarding the duration of students' participation in badminton, 37.9% of students engage in physical activity for 30 minutes or less per session. This group of students has relatively short exercise durations. Many university students lack an understanding of the effects that factors such as exercise duration and frequency have on physical fitness. There is a lack of basic knowledge about sports, and students may not have a strong awareness of the importance of regular exercise [8].43.9% of students participate in badminton for 31-60 minutes per session, indicating they are willing to invest more time in the sport. These students likely have a higher level of interest in badminton and aim to improve their fitness and technical skills by extending their exercise time. Additionally, 18.2% of students engage in badminton for more than 60 minutes, showing a high level of passion for the sport and a willingness to participate for longer durations.

3.8 Intensity of Students' Participation in Badminton

Table 8. Intensity of Each Badminton Session

Intensity	Number of Responses	Percentage
High Intensity	55	19.6%
Moderate Intensity	162	57.9%
Low Intensity	63	22.5%

Exercise intensity refers to the level of physical load the body bears during physical activity. A low intensity may not achieve the desired fitness results, while too high an intensity could lead to injury or excessive fatigue. A reasonable intensity can effectively improve the exercise effect and promote physical health. According to Table 8, 19.6% of students engage in badminton with high intensity. These students likely possess a certain level of technical skills and physical fitness and aim to challenge themselves, improve their skills, and build endurance through high-intensity exercise. The majority of students (57.9%) participate at a moderate intensity, which indicates they seek a comfortable exercise experience and achieve fitness goals through appropriate intensity. 22.5% of students exercise at low intensity, which may be due to their physical fitness or badminton skill level. Low intensity may not be effective for achieving fitness results.

3.9 Participation of Students in Badminton Training

Table 9. Participation of Students in Badminton Training

	Number of Responses	Percentage
Participated in Training	53	18.9%
Did Not Participate	227	81.1%

According to Table 9, only 18.9% of students have participated in badminton training, while 81.1% have not. As badminton is a relatively popular sport, most students acquire basic skills through self-learning or playing with friends, while a small number of students improve their technical and tactical skills through formal training.

4. Conclusion and Recommendations

4.1 Conclusion

4.1.1 Most students are satisfied with the school's badminton facilities, but during evening hours, when more students participate in badminton, there is a shortage of available courts. Although most students have a basic understanding of badminton, a significant number of students still lack sufficient knowledge about the sport. Students primarily access badminton information through online platforms, television, and radio, while fewer students obtain knowledge from reading badminton-related books.

4.1.2 The majority of students enjoy the sport, and badminton is quite popular among students. The primary motivations for participating in badminton are love for the sport and skill improvement. Additionally, exercise and making friends are also key motivations for students.

4.1.3 Most students participate in badminton less frequently, with 1-2 sessions per week. In terms of exercise duration, a larger number of students engage in sessions lasting 0-30 minutes or 31-60 minutes. More than half of the students find the intensity of the activity to be moderate, with only a small portion of students engaging in high-intensity exercise. Most students have not participated in formal badminton training, with only a few having received training.

4.2 Recommendations

4.2.1 Increase the number of badminton courts appropriately to improve utilization rates. This will help avoid the situation where Badminton courts are empty during the day but overcrowded in the evening, ensuring that more students have access to the Badminton courts.

4.2.2 Use online platforms to provide badminton learning resources and interactive communities, meeting students' needs for digital learning. Provide badminton-related books and videos, and encourage students to engage in self-study, fostering the habit of gaining knowledge through books. Organize badminton awareness activities such as lectures and seminars to spread knowledge about the sport, enhancing students' understanding of badminton rules, skills, and its health benefits.

4.2.3 Incorporate more badminton teaching content into physical education courses to help students systematically learn badminton knowledge and skills. Teach students how to select appropriate exercise intensities based on their physical condition and skill level, enabling them to master scientific training methods.

4.2.4 Fully leverage the role of the badminton club to provide students with a platform for learning, communication, and exercise. Invite badminton coaches to offer guidance and improve students' technical skills and athletic abilities. Regularly organize badminton competitions to stimulate students' enthusiasm for participation and their competitive spirit.

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