



How Should College Physical Education (CPE) Conduct Collaborative Governance? A Survey Based on Chinese Colleges

Ding Jianyi¹ and Thongchat Phucharoen²

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

¹Email: dingjy@188.com, ORCID ID: <https://orcid.org/0000-0002-2580-4369>

E-mail: thongchat.phu@bkkthon.ac.th, ORCID ID: <https://orcid.org/0009-0008-2601-7755>

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Abstract

Background and Aim: College physical education (CPE) is a Key Stage in the transition from school physical education to national sports. Collaborative governance is an effective new type of social participation, but there is not much research on CPE collaborative governance. The purpose of this study is to describe the interrelationship of multiple subjects in the College Physical Education (CPE) collaborative governance and explore the specific influencing factors that affect the effect of CPE collaborative governance.

Materials and Methods: This study uses the Delphi method. A total of 18 experts conducted two rounds of expert consultation questionnaires with the Delphi method and completed the CPE Collaborative Governance Scale. The scale includes four dimensions: Government-led multi-sectoral coordination, CPE internal governance, and external synergy, System design of CPE collaborative governance, and Mechanism construction of CPE collaborative governance. Three criteria for the inclusion of experts have been established, including educational background, professional title, and management experience, ensuring the authority of experts.

Results: The theoretical model of CPE collaborative governance constructed shows the interrelationships among multiple subjects of CPE. The four dimensions of collaborative governance in college physical education are government-led multi-sector collaboration, internal governance and external collaboration of CPE, the institutional design of CPE collaborative governance, and the mechanism construction of CPE collaborative governance. The results show that after the expert consultation and verification of the Delphi method, the 4 Indicator Dimensions and 28 Specific Items in the revised CPE collaborative governance Indicator System have significance and reference value for CPE collaborative governance.

Conclusion: The relationship between multiple subjects of CPE collaborative governance revealed in this study, as well as the quantified and validated indicators of collaborative governance effectiveness, have certain reference values for CPE to carry out collaborative governance work. CPE managers can use the results of this study to carry out CPE collaborative governance work based on the current situation.

Keywords: College Physical Education (CPE); Collaborative Governance; Indicator System; Delphi Method

Introduction

Integration is the development trend of industries or departments in the new era (Li and Luo, 2022). The integration of sports and education is an important strategy for China to achieve a strong sports country (Zhou, 2021). Research on the model and strategy of the integration of sports and education from a macro perspective includes: establishing an integrated organizational system of integration of sports and education under the operation mechanism of coordination, synergy, co-education, co-construction, sharing, and co-governance (Xu and Li, 2021). Establishing an integrated promotion guarantee system for the integration of sports and education (Yang, 2021); strengthening the connection of the whole stage of learning, realizing the full cycle of physical education value (Yang et al., 2020); constructing a comprehensive guarantee mechanism for the development of youth physical fitness and health (Yang and Liu, 2021); constructing a strategic alliance for the cultivation of sports competitive reserve talents with Chinese socialist characteristics and new era nature based on common governance and multi-element synergy (Ouyang et al., 2021); proposing a college-oriented, market-oriented and socialized mode of cultivating high-level sports competitive reserve talents with integration of sports and education (Yang and Liu, 2021). The specific research at the practical level includes: constructing a three-dimensional, whole-stage, and in-depth school physical education health promotion system (Liu et al., 2020); forming a “four-in-one” new pattern of youth sports with school, family, and community participation (Yang and Wu, 2021); establishing a school physical education system that coordinates the development of youth athletes’ training and ordinary students’ sports participation under the deep cooperation between sports departments and educational departments (Li et al., 2021); constructing an

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integrated system of integration of sports and education with organizational governance, activity implementation, event operation, human resources and guarantee measures as a Chinese solution (Liu et al., 2020); proposing that ideological enlightenment and sports cultural cultivation are the key paths to achieve integration of sports and education (Liu and Li, 2020).

CPE collaborative governance in China is still in the development stage. Most of the research is from the perspective of school physical education or youth sports as a whole. The existing research shows that China's CPE collaborative governance has experienced from point-to-point collaboration with collaborative subjects to multi-element integrated collaborative governance. The main research directions are divided into three aspects. (1) CPE Collaborative Governance Model: From the perspective of community sports and CPE interaction, it is believed that there is insufficient motivation for interaction between them. The interaction between CPE and community sports can improve the practical ability of both institutions and departments. By studying the influencing factors, needs, motivation mechanisms, forms, methods, etc. of interaction, a new model of sports development for CPE and community sports is constructed (Liu, 2013); from the perspective of school-family-community integration, it is believed that schools should be centered, families should be based, communities should be relied on, and an educational model for building a long-term mechanism for physical exercise should be established (Zheng et al., 2015); from the perspective of integration of sports and education, it is believed that school physical education should occupy a dominant position, proposed that a multi-department joint management mechanism should be established, a new model of integration of sports and education with multi-element co-governance led by the government, market participation, and social synergy (Yang and Liu, 2020). (2) CPE Collaborative Governance Path: From the perspective of social organizations and school physical education, a network collaborative governance path with external policy as the driving force and internal governance as the driving force was formulated (Shu, 2016); from the perspective of market organizations and CPE interaction, it is believed that market innovation technology can improve teaching quality, and constructed a one-to-many, one-to-one, and student-to-student collaborative path (Li, 2016); with the government, social organizations, and schools as multiple subjects, using a macro perspective to analyze the behavior of collaborative governance subjects in youth sports exercise, and constructed a collaborative governance path from aspects such as concepts, platforms, relationships, systems, mechanisms and external environment (Du, 2019). (3) CPE Collaborative Governance Countermeasures: From the perspective of social sports, starting from the problem of youth physical fitness and health, proposed the collaborative strategies of adjusting policies, maintaining relationships, enhancing awareness, paying attention to synchronous development, promoting cooperation, and ensuring policy implementation (Xie, 2013); discussed the problems faced by school-community-family physical education integration, proposed: enhancing policy implementation effectiveness; consolidating the dominant position of school physical education; cultivating family and community physical education environment; using information network collaborative governance strategies (Wang et al., 2019); based on governance theory, it is believed that China's school-community-family physical education collaborative governance is dysfunctional, proposed that: the education department should pay attention to the development of school physical education, guarantee the needs of school physical education, and encourage school physical education to carry out various social activities. The sports department should change its traditional functions, pay attention to its guidance and traction role for communities and families, and improve regulations and other collaborative governance countermeasures (Ma, 2020).

Western countries have started earlier in the application and research of collaborative governance. The concept was born in the discipline of public relations management and has gone through the process from public administration to public management to Governance (Tian, 2013). The essence of collaborative governance is defined as a new type of social participation among various sectors of society. It constitutes a more effective way to meet the needs of modern society, which is far beyond the reach of each sector alone (Donahue, 2004). In terms of school physical education collaborative governance, it has experienced from paying attention to the connection between school physical education and social sports and lifelong physical education (Wu and Ji, 2013), taking individual, family, and community participation as a necessary condition for maintaining health (WHO, 1986), to believing that school physical education should extend to community and family, forming an open network of physical education, creating a good environment for young people, community residents, and parents to participate in physical activities together (Zhang et al., 2017). Therefore, it can be seen that promoting the integrated development of school physical education with other actors has become the mainstream trend in developed countries in sports. Australia proposed in the "Sports Promote National Health Blue

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Book (2014-2017)” to build a multi-level system from top-down policy formulation and funding support by the government to the interactive linkage between schools, communities, and family sports (Cao et al., 2017). T. The UK also launched the “Make Sports a Habit - New Youth Sports Strategy”, one of its main goals is to improve the relationship between school and community sports clubs (Liu and You, 2017). It can be seen that promoting school physical education integration with other actors is also an important direction for foreign sports education development.

Objectives

The purpose of this study is to describe the interrelationship of multiple subjects in the College Physical Education (CPE) collaborative governance and explore the specific influencing factors that affect the effect of CPE collaborative governance.

Literature Review

The above research has presented us with different perspectives and directions on the governance of physical education in schools in the new era, providing a valuable reference basis and providing more assistance for further research and promotion of physical education governance in schools. At the Third Plenary Session of the 18th Central Committee of the Communist Party of China, China clearly proposed the goal of "promoting the modernization of the national governance system and governance capacity". "Accurate governance" is a new paradigm of social governance and a new requirement in the new era.

However, there are not many studies focusing on CPE collaborative governance. The college students faced by CPE are a group that is completely different from middle and primary schools in terms of age structure, living environment, learning environment, and other aspects. College is also an important and completely different carrier. In the process of exploring the governance of physical education in schools, it is particularly important to focus the research perspective on college. However, there is a lack of more direct and detailed references in relevant research on how CPE can carry out collaborative governance. In summary, by reviewing the relevant research trends at home and abroad, this study will focus on how CPE should carry out collaborative governance work. The Delphi method will be used to validate indicators, revealing the relationship between CPE collaborative governance multiple subjects, and providing the theoretical basis and reference value for CPE to carry out collaborative governance work.

Conceptual Framework

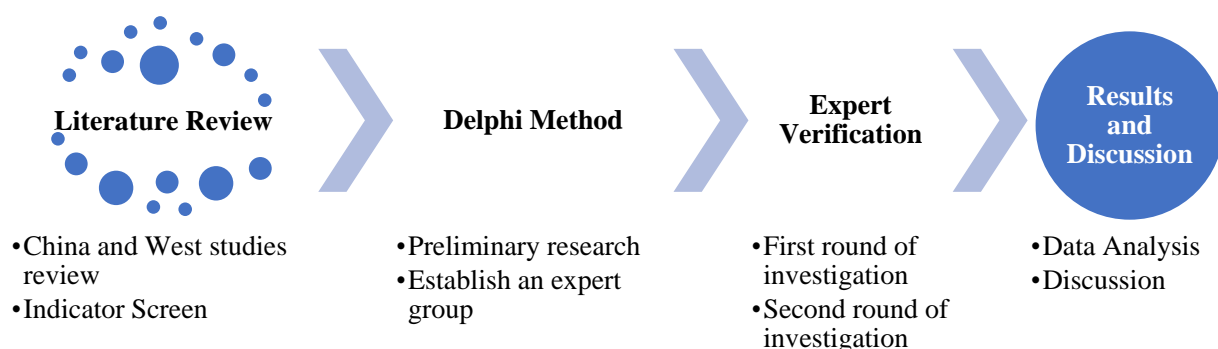


Figure 1 Conceptual Framework

Methodology

Participants and Study Design

This study has been approved by the Ethics Committee of Bangkokthonburi University. It is a survey and research using the Delphi method. The expert panel for this study consists of a total of 18 CPE managers from different universities. These experts come from various provinces in China, including Guangdong, Shanghai, Beijing, and Jiangxi. They hold the professional titles of associate professor or professor. Each expert has extensive experience in CPE management, and they have all

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participated in filling out at least two rounds of expert consultation surveys. The specific data of the expert panel will be presented in the subsequent sections.

Formation of the expert group

To ensure the effectiveness of the expert consultation results, this study has established three criteria for including experts: (1) Minimum educational qualification of a master's degree. (2) Professional title of associate senior level or higher. (3) Current or past positions as managers in CPE. In order to guarantee the practical feasibility and completion of the consultation process, the selection of experts was based on the researcher's own feasibility criteria, aiming to cover representative cities and universities as much as possible. Invitations were sent to experts through WeChat or phone, and consultation questionnaires were distributed. The questionnaires explained the background and purpose of the expert consultation, as well as the measures taken to protect personal information. A total of 18 experts in the field of CPE management and practice in China were invited for this study. All 18 experts responded positively to participate in this consultation survey. These experts are all professionals in the field of CPE management and practice, forming the expert panel for this research.

Table 1 presents the basic information of the expert panel. It can be observed that all participating experts hold a minimum educational qualification of a master's or doctoral degree, with over 50% holding a doctoral degree. Their professional titles are all at the associate professor or professor level, with over 70% being professors. Most of the experts have more than 10 years of experience in CPE management, with over 70% having 15 years or more of experience. The expert panel possesses sufficient authority to support this study.

Table 1: Expert Consultation Group Information

Information		Number of Experts	Percentage (%)
Highest Education	Doctor	10	56%
	Master	8	44%
Professional Title	Professor	13	72%
	Associate Professor	5	28%
Management years	20 years and above	7	39%
	15-19 years	6	33%
	10-14 years	3	17%
	9 years and below	2	11%

This study conducted expert consultation through the use of "Wen Juan Xing" (a survey platform) primarily via WeChat. Firstly, the "Expert Consultation Questionnaire (Round 1) for CPE Collaborative Governance Research" was developed. Through personal social networks, expert recommendations, and official website searches, a list of experts in the field of CPE management and their contact information was obtained. After establishing contact with the experts and obtaining their willingness to participate, the questionnaire was sent to them in the form of "Wen Juan Xing" surveys. Subsequently, the study collected the experts' ratings on the importance of CPE collaborative governance indicators, as well as their relevant opinions. Further expert interviews were conducted to address specific expert opinions. Based on the ratings and opinions from the experts, the study revised the indicators of the CPE collaborative governance system. A second round of expert consultation was then conducted using a revised questionnaire, which was sent to the same group of experts to further validate the revised CPE collaborative governance indicators. This process continued until there was consensus among the experts and the consultation results were deemed reliable and authoritative.

Influencing Factors of CPE Collaborative Governance: The expert consultation questionnaire used in this study was developed based on the Likert five-point scale, which was originally developed by Likert (1932). The factors influencing CPE collaborative governance were measured using a set of indicators consisting of four dimensions and 28 specific indicator items. Experts assessed the importance of these factors in CPE collaborative governance based on their own management experience and academic expertise, using the Likert five-point scale ranging from 1 (lowest) to 5 (highest). The four dimensions of the indicator system are as follows: (1) Government leadership and multi-sectoral coordination, (2) CPE Internal Governance and External Synergy, (3) System Design of CPE Collaborative Governance (4) Mechanism Construction of CPE Collaborative Governance.

Procedure: The expert survey in this study was mainly conducted using the widely used "Wen Juan Xing" [198]





Juan Xing" platform in China for questionnaire distribution and data collection. "Wen Juan Xing" is an online platform owned by Changsha Ran Xing Information Technology Co., Ltd., which can be used for surveys, exams, or voting. The platform was launched in 2006, and its founder is Hu Xiao. By using this platform, it is more convenient to distribute and collect questionnaires from experts, leading to higher efficiency in filling out the questionnaires and facilitating the progress of the research work.

Data Analysis: The average (AVG), standard deviation (SD), and coefficient of variation (CV) are statistical indicators used to assess the consistency of expert ratings in the Delphi method. The average is a core indicator to determine the importance of specific indicators in this study. Since the specific indicators in this research are somewhat abstract and expert ratings can be subjective, the criterion for a high mean is set at 4 or above. The standard deviation represents the dispersion of expert opinions, and a lower value indicates greater agreement among the experts. Generally, the standard deviation should be less than 1. The coefficient of variation measures the level of agreement among expert ratings and is an important criterion for determining whether to continue the Delphi method. When the coefficient of variation is low (generally less than 0.25), it indicates a high level of agreement among the expert group regarding the specific indicator. When all indicators have a low coefficient of variation values, it is generally appropriate to stop the expert consultation as the expert opinions converge. When all the indicators in the system meet the above conditions, it indicates that the indicator system has a certain reference value.

Results

The results of this study attempt to describe the interrelationships among the multiple subjects in CPE collaborative governance and explore the specific influencing factors that affect the effectiveness of CPE collaborative governance. Figure 2 - Collaborative Governance Model (CPE) shows the interrelationships among the four indicator dimensions in CPE collaborative governance and the associated factors with collaborative governance theory. Government leadership and multi-sectoral coordination mainly affect CPE internal governance and external synergy through collaborative drivers and external environment, and the main factors that constitute them include collaborative environment, collaborative motivation, leadership, and resource dependency; system design and mechanism construction mainly affect CPE internal governance and external synergy through effective participation and collaborative capacity; at the same time, CPE internal governance and external synergy are also affected by whether the multiple subjects reach ideological consensus, which is based on communication and mutual trust, goal consensus, balancing interests.

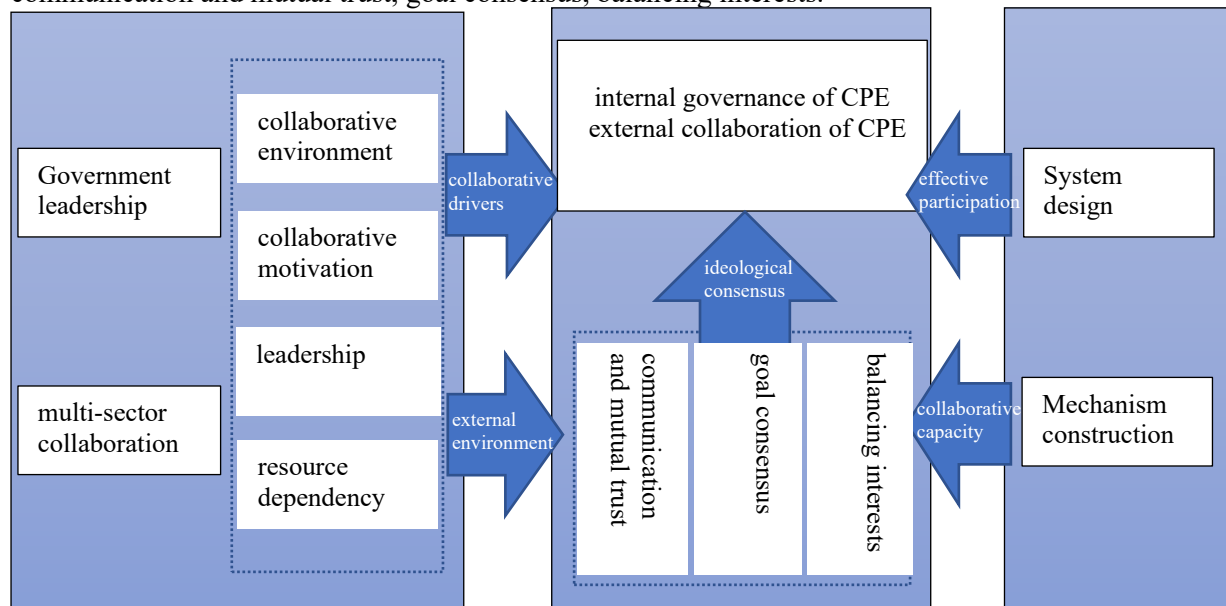


Figure 2 Collaborative Governance Model (CPE) Schematic Diagram, showing interrelationship for multiple subjects of CPE collaborative governance.





Table 2 Descriptive statistics results of completing two rounds of expert consultation (Delphi method)

Indicator Dimensions	No.	Specific Items	AVG	SD	CV
Government-led multi-sectoral coordination	G	Government-led multi-sectoral coordination	4.65	0.49	0.11
	G1	Government leads the top-level design of the CPE collaborative governance system	4.65	0.61	0.13
	G2	Government sets the goals for CPE collaborative governance	4.47	0.72	0.16
	G3	The government supervises the process of CPE collaborative governance	4.35	0.70	0.16
	G4	Government establishes the organizational structure for CPE collaborative governance	4.06	0.75	0.18
	G5	Organic integration of advantageous resources from multiple sectors	4.71	0.47	0.10
	G6	Mutual recognition of collaborative concepts among multiple sectors	4.41	0.62	0.14
	G7	Government grants more discourse power to CPE in collaborative governance	4.47	0.72	0.16

Table 2 shows that the average values of all indicator items under the “Government leadership and multi-sectoral coordination” indicator dimension are significantly higher than 3.75 (the 75% level value of the 5-point scale); from the perspective of dispersion, the standard deviations of the importance scores of each specific item are between 0 and 0.75, and the standard deviations of all specific items are less than 1, indicating that the expert opinions are relatively concentrated. Since the coefficient of variation values of all specific indicator items are lower than 0.20 (the smaller the value, the higher the degree of coordination), it reflects that the whole expert group has a high degree of coordination on the importance scores of the indicators under the “Government leadership and multi-sectoral coordination” indicator dimension. In summary, it proves that the experts basically agree that the specific indicator items under this indicator dimension have important reference values for CPE collaborative governance.

Table 3 Descriptive statistics results of completing two rounds of expert consultation (Delphi method)

Indicator Dimensions	No.	Specific Items	AVG	SD	CV
CPE internal governance and external synergy	C	CPE internal governance and external synergy	4.29	0.69	0.16
	C1	Establish the educational concept of “health first”	4.76	0.44	0.09
	C2	Establish the collaborative goal of promoting the “comprehensive development” of college students	4.71	0.47	0.10
	C3	Formulate the constitution for CPE collaborative governance	4.41	0.51	0.11
	C5	Build an efficient internal collaborative governance system for CPE	4.71	0.59	0.12
	C6	Optimize the governance work of the CPE sports committee	4.47	0.72	0.16
	C7	Recognition of the college president on the work of CPE collaborative governance	4.82	0.53	0.11
	C9	Build an external collaborative communication platform for CPE	4.41	0.71	0.16
	C10	Establish a clear labor division and responsibility list system for cooperation	4.71	0.59	0.12
	C12	Establish a socialized and marketized CPE competition system	4.35	0.70	0.16





Indicator Dimensions	No.	Specific Items	AVG	SD	CV
	C13	Improve the integration design of CPE with primary and secondary school curriculum	4.59	0.62	0.13
	C14	Improve the CPE education system of teaching, training, and competition	4.47	0.72	0.16
	C15	Build a whole-stage teaching system for CPE	4.35	0.86	0.20

Table 3 shows that the average values of all indicator items under the “CPE Internal Governance and External Synergy” indicator dimension are significantly higher than 3.75 (the 75% level value of the 5-point scale); from the perspective of dispersion, the standard deviations of the importance scores of each specific item are between 0 and 0.86, and the standard deviations of all specific items are less than 1, indicating that the expert opinions are relatively concentrated. Since the coefficient of variation values of all specific indicator items are lower than 0.18 (the smaller the value, the higher the degree of coordination), it reflects that the whole expert group has a high degree of coordination on the importance scores of the indicators under the “CPE Internal Governance and External Synergy” indicator dimension. In summary, it proves that the experts basically agree that the specific indicator items under this indicator dimension have important reference values for CPE collaborative governance.

Table 4 Descriptive statistics results of completing two rounds of expert consultation (Delphi method)

Indicator Dimensions	No.	Specific Items	AVG	SD	CV
System design of CPE collaborative governance	S	System design of CPE collaborative governance	4.65	0.49	0.11
	S1	Promote and implement the relevant contents of the newly revised “Sports Law”	4.53	0.51	0.11
	S2	Promote and implement the relevant contents of “integration of physical education and education”	4.47	0.51	0.11
	S3	Improve the relevant contents of CPE in the “Regulations on School Physical Education Work”	4.71	0.47	0.10
	S4	Formulate the “Regulations on CPE Work”	4.53	0.62	0.14
Mechanism construction of CPE collaborative governance	S5	Improve the joint meeting system between physical and educational departments	4.53	0.51	0.11
	M	Mechanism construction of CPE collaborative governance	4.65	0.49	0.11
	M1	Constructing a mechanism for “comprehensive education” in CPE	4.71	0.47	0.10
	M3	Constructing a mechanism for “responsibility sharing” in CPE	4.53	0.62	0.14
	M4	Constructing a mechanism for “resource sharing” in CPE	4.76	0.56	0.12
	M5	Constructing a mechanism for “cooperation and co-governance” in CPE	4.59	0.62	0.13

Table 4 shows that the average values of all indicator items under the “System Design of CPE Collaborative Governance” & “Mechanism Construction of CPE Collaborative Governance” indicator dimensions are significantly higher than 3.75 (the 75% level value of the 5-point scale); from the perspective of dispersion, the standard deviations of the importance scores of each specific item are between 0 and 0.62, and the standard deviations of all specific items are less than 1, indicating that the expert opinions are relatively concentrated. Since the coefficient of variation values of all specific indicator items are lower than 0.14 (the smaller the value, the higher the degree of coordination), it reflects that the whole expert group has a high degree of coordination on the importance scores of the





indicators under the “System Design of CPE Collaborative Governance” & “Mechanism Construction of CPE Collaborative Governance” indicator dimensions. In summary, it proves that the experts basically agree that the specific indicator items under these indicator dimensions have important reference values for CPE collaborative governance.

Discussion

Government leadership and multi-sectoral coordination are necessary prerequisites for the collaborative governance of multiple subjects in CPE. In the context of physical education integration, multi-sectoral coordination is the correct path for CPE to adhere to innovation and promote the all-round development of college students through physical education in the face of complex multiple subjects and complex governance environment, and constantly promote the high-quality reform and innovation development of CPE. Based on collaborative governance theory, “collaborative drivers” is a necessary prerequisite for collaborative governance, therefore, in the process of collaborative governance, “facilitating” collaborative governance is the most important factor in the initial stage. Government-led multi-sectoral coordination meets the relevant conditions. First, a stable collaborative environment, where the government maintains stable and predictable policies and laws to ensure the dynamic stability of the collaborative environment; second, an expected collaborative motivation, where the government gives each party the motivation to participate in collaboration by exerting its abilities of overall planning, public service, resource allocation, etc.; third, a strong leadership, where the government plays its functional advantages, consolidates the collaborative subjects and highlights the role of leadership; fourth, a dependence on resources, where the government’s resource allocation ability can help the parties to use resources reasonably and form collaborative dependence. De, B., H., Enders, J., & Schimank, U. (2007) defined the relationship between universities and the state, and in discussing the five important dimensions of university governance, they regarded top-down governance by the state as one of the important dimensions of the governance balancer and considered that the government is an important stakeholder in university governance, which is similar to the conclusion of this study.

CPE internal governance and external synergy are the core elements of CPE collaborative governance. It is an important part of achieving Chinese-style sports modernization by transitioning from school sports to national fitness, linking youth sports, competitive sports, and mass sports. This includes two components: internal governance and external synergy. Taking universities as the center, it is necessary to fully exert the humanistic attributes and hub role of university fields. Therefore, CPE internal governance is the underlying logic for CPE to achieve collaborative governance; external synergy is based on systemic thinking and holistic thinking, fully connecting all relevant multiple subjects with CPE. This is consistent with Kern and Smutko (2021)’s study, which traced the evolution of university collaborative governance in the United States and surveyed university collaborative governance centers. They argued that universities have played an important role in the development of collaborative governance in their fields. University-based collaborative governance will be more conducive to the development of collaborative governance work by leveraging the university’s own advantages.

The design of the system is an important guarantee for multiple subjects to participate in decision-making, obtain discourse power, generate feedback, establish trust relationships, and achieve effective participation in collaborative governance. The construction of mechanisms is an important basis for multiple subjects participating in collaboration to improve their collaborative capacity, enhance their collaborative efficiency and achieve sustainable development in the process of collaboration. In the process of collaborative governance, effective participation and the collaborative capacity of multiple subjects are the driving force for collaborative governance to operate. In the operation system of government-led multi-sectoral coordination and CPE internal governance and external synergy, system design and mechanism construction play an important role in adjustment and feedback (figure 6). Under such a regulation and feedback mechanism, a complete CPE collaborative governance system is formed, which jointly affects the effectiveness of collaborative governance and promotes the process of collaborative governance.

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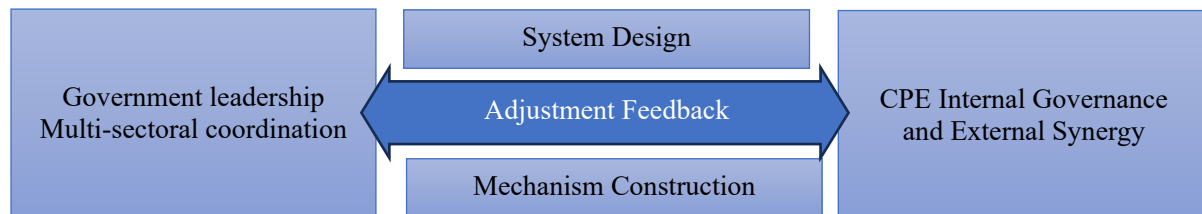


Figure 6 Schematic diagram of the adjustment and feedback functions of system design and mechanism construction

Conclusion

In conclusion, this study shows that interrelationships among multiple subjects of CPE collaborative governance, and analyzes the specific influencing factors of collaborative governance effects. This has a certain reference value for colleges and universities to carry out CPE collaborative governance work. CPE managers can refer to the CPE collaborative governance indicator system in this study to carry out CPE collaborative governance work.

Recommendation

Concerning the finding from the present study, several types of research may further the study of CPE collaborative governance: (1) Further exploration of influencing factors and practical analysis of each indicator dimension will be more conducive to the application of the CPE collaborative governance indicator system in practical work. (2) Since different colleges have very different situations, specific Case studies and analyses of CPE collaborative governance can be carried out based on the university's situation. And (3) The governance practice of CPE is a long-term and systematic project, in a state of dynamic adjustment and continuous progress, which requires continuous exploration and innovation.

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