

Collaborative Governance and Football Outcomes of Campus Football in China

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Abstract: In China, campus football is regarded as an important way to promote the healthy physical and mental development of students. Relevant state functional departments have issued many policy documents to guide the development of campus football, and schools of all levels and types have actively participated in it, and campus football has made certain progress. As a systematic project, campus football cannot solve all problems by relying on one governing body alone. Therefore, multi-governing body collaborative governance is an inevitable move to promote the healthy development of campus football. On the basis of elaborating the concepts and theories of campus football and collaborative governance, this paper uses the research methods of literature and questionnaire, takes three schools in Changsha, Hunan Province as the investigation objects, and constructs the theoretical framework of campus football collaborative governance from the three dimensions of subject, environment and tools. Following the logical thinking from theoretical framework to problem analysis to problem solving, this paper deeply studies the collaborative governance of campus football in China. The results show that collaborative governance of campus football in Hunan has been effectively implemented, with stakeholder participation, transparency and strategic focus contributing positively to football outcomes. Despite the weak correlation between governance practices and football outcomes, the importance of these governance elements in strengthening football programs is clear. Demographic differences in perception highlight the need to tailor engagement strategies to effectively accommodate different groups. Overall, the governance framework for campus football is fundamentally sound and there is room for continued improvement to maximise its impact on football outcomes.

Keywords: Campus Football; Collaborative Governance; Football Outcomes.

1. Introduction

Football is the number one sport in the world. Because of its fierce confrontation and high viewing degree, it is widely loved by people all over the world. The Chinese people are also passionate about football and are eager for the national football team to appear on the stage of major international competitions to showcase China as a competitive sports power. However, in the past two decades, the development level of Chinese football has repeatedly disappointed the people. Take the Chinese men's football team as an example. Since the Chinese national men's football team entered the World Cup finals in Korea and Japan in 2002, it has failed to enter the World Cup finals for five consecutive times. In 2006 Germany World Cup, 2010 South Africa World Cup, 2014 Brazil World Cup Asian qualifiers, the Chinese team was eliminated in the first stage, 2018 Russia World Cup, 2022 Qatar World Cup, although the Chinese team entered the final stage of the qualifiers, but ultimately failed to return, once again failed to appear on the World Cup stage. In the Asian Cup, China has not reached the top four since winning the second place in 2004, among which it was eliminated in the group stage in 2007 and 2011, and failed to reach the top eight in 2015 and 2019. In addition, in a series of warm-up games and cup competitions, the Chinese team has occasionally bright colors, but the overall results are not satisfactory. In 2013, China suffered a humiliating 1-5 defeat in a friendly against Thailand, sparking outrage in China. In March 2019, the Chinese team lost to Thailand and Uzbekistan in the "China Cup", which is the "perfect time, geographical place and people", and ranked last, which once again highlighted the declining trend of Chinese football. While the national

adult men's soccer team was defeated, the Chinese national youth soccer team, the Chinese National Olympic soccer team also suffered repeated defeats in Asian competitions in the past two decades. Since China National Youth Football team and China National Youth Football team entered the FIFA U-20 World Cup (referred to as the "World Youth Cup") and the FIFA U-17 World Cup (referred to as the "World Cup") in 2005, they have no chance to "break out of Asia" and appear on the world stage. The only time that China National Olympic football team made it past the group stage of the Asian group stage was back in 1988 in Seoul Olympic Games (except in 2008 when the host country directly qualified for the final).

The weak competitive level of Chinese football and the people's good expectations of Chinese football have become the main contradiction in the development of Chinese football. How to improve the international competitiveness of Chinese football and promote the high-quality development of Chinese football has become an important force point for the Chinese government and relevant functional departments to build a sports power. According to the law of the development of sports, if a project wants to get a good development, it must be based on a large number of people engaged in the project. The football level of Brazil, Argentina, some European countries and Japan, South Korea and other countries in Asia can be at the top of the world football for a long time, with a large number of football population is one of the most important reasons. The law of the development of sports determines that only on the basis of popularity can be improved, therefore, to enhance the international competitiveness of Chinese football, to promote the development of Chinese football, we must first improve the

population of Chinese football.

In order to increase the population of Chinese football, enhance the international competitiveness of Chinese football and promote the development of Chinese football, the Chinese government and relevant functional departments have made many efforts, and campus football activities are one of the important measures. In 2009, under the joint promotion of the Ministry of Education of the People's Republic of China and the General Administration of Sport of China, the Notice on Carrying out National Youth School Football Activities (hereinafter referred to as the "Notice") was officially promulgated, which started the prelude of vigorously promoting youth school football activities in China. "Notice" requires that "school physical education should increase the proportion of football teaching in the teaching content, school students should have no less than 2 hours of football activity time every week, to ensure that no less than 50% of the school students participate in football activities." After the launch of campus football activities, schools at all levels attach great importance to campus football as one of the key work. In 2015, the Leading Group for Comprehensively Deepening Reform of the CPC Central Committee deliberated and adopted the Overall Plan for the Reform and Development of Chinese Football (hereinafter referred to as the Plan). One of the goals of the Plan is to "achieve a substantial increase in the youth soccer population", and the Plan puts forward specific measures for "reform and promote the development of campus football". It requires "primary and secondary schools all over the country to include football in physical education teaching content and increase the proportion of class hours." To promote the popularization with the characteristics of support, focus on supporting primary and secondary schools with a good foundation and high enthusiasm. On the basis of the existing more than 5,000 primary and secondary schools nationwide, the number of schools with football characteristics has reached 20,000 by 2020 and will reach 50,000 by 2025, of which a certain proportion of schools with women's football." In the same year, the Ministry of Education of the People's Republic of China and other six departments issued the "Implementation Opinions of the Ministry of Education and other six Departments on Accelerating the Development of Youth Campus Football" (hereinafter referred to as the "Opinions"), "Opinions" put forward the development goals of campus football, namely, "by 2020, Basically build a youth campus football development system with Chinese characteristics, which conforms to the law of talent growth, extensively participates in youth football, continuously improves sports level, has vibrant system and mechanism, strong basic conditions and vigorous cultural atmosphere." In 2020, the Ministry of Education of the People's Republic of China, the General Administration of Sport and other seven departments jointly issued the "Action Plan for the Construction of Eight Major Systems of National Youth Campus Football" (hereinafter referred to as the "Plan"), which aims to consolidate and improve the system of campus football work, and promote the modernization of the governance system and governance capacity of campus football work. "Plan" pointed out that the national youth campus football to build eight systems, namely: carefully layout, strengthen the campus football promotion system; Make full efforts to improve the campus football teaching system; Lead by demonstration and build a campus football model system; Strictly manage and strengthen the campus

football competition system; Make overall plan and coordinate to form campus football integration system; Encourage innovation and build campus football honor system; Overcome difficulties, build campus football scientific research system; Strengthen orientation and improve the campus football publicity and guidance system.

It has been 14 years since the launch of campus football activities in 2009. The Chinese government and relevant functional departments have issued a series of policies and documents aimed at promoting the development of campus football, invested hundreds of millions of funds and a lot of manpower, and all walks of life have also actively participated in campus football activities. However, when we look back at the development of Chinese campus football over the past decade, But we found that there are many problems in both the increase of the number of Chinese youth football population and the upward transportation of campus football talents, which is far from the goal set when promoting campus football activities at the beginning. Campus football is a systematic project, and the smooth promotion of campus football needs the active cooperation of multiple subjects. At present, the main reason for the above situation is that the governing bodies of campus football fight for themselves, and the coordination between them is not enough. Therefore, it is necessary to investigate, describe and analyze the collaborative governance of campus football governance bodies, find out the main problems existing in the collaborative governance process between the main bodies, and put forward the optimization plan.

I used to be a football coach and teacher with many years of experience teaching and coaching football on campus. In the teaching process, I deeply realized that there are still many problems in the development of campus football in China, such as insufficient teachers, imperfect facilities and insufficient competition opportunities. These problems directly affect the quality and level of campus football, but also restrict the development of campus football in China. Therefore, I decided to conduct this study to explore the relationship between collaborative governance of campus football in China and football outcomes, with a view to providing scientific basis and practical guidance for the development of campus football. Through this study, I hope to reveal the impact of collaborative governance measures on football results, explore the differences between different regions and school types, and put forward corresponding conclusions and suggestions, so as to contribute to the healthy development of campus football. At the same time, I also hope that through this study, the society can increase the attention and importance of campus football, promote the popularization and development of campus football, and let more students have the opportunity to participate in football and enjoy the happiness and health brought by football.

(1) Research status of collaborative governance

Campus football is a public undertaking that requires the joint governance of multiple subjects such as policy makers, implementation bodies and target groups, and the difficulty of coordination and cooperation is an important factor hindering its long-term development (2020). The transition from government-controlled social management to cooperative social governance requires us to maximize the effectiveness of social governance of social organizations and mass media through institutional regulations and government guidance, build a multi-center collaborative governance system, and build a micro-foundation for multiple coordination with the

guidance mechanism of value cognition and the balanced mechanism of interest distribution. So as to realize the self-management of each governing body and ensure the long-term operation of the collaborative mechanism (2015). Therefore, collaborative governance has gradually attracted attention and attention, and has become a mature research field. The crisis and challenge of the legitimacy of the government is the fundamental reason for the emergence of any new political theory and practice. Governance can be regarded as a two-way interactive management process in which government and market, government and society, government and citizens participate in and cooperate with each other in the field of social public affairs (2006). Based on western governance theory and cooperative governance theory, the development of college football should be a continuous systematic project. With the continuous development of society, economy and school, the main structure, institutional arrangement and policy orientation of campus football governance need to be constantly changed to adapt to the development of campus football. The development of campus football is a complex project. From the perspective of the main structure, the development of campus football is gradually relieved from the burden of the government, and gradually formed a governance pattern with multi-subject collaborative governance. In addition, with the continuous development and improvement of the market economy, social sports organizations and sports communities have also joined the governance process of campus football, which has injected vitality and vitality into the development of campus football. At present, the government is still in the position of omnipotent dominance of campus football, but in recent years, the government's purchase of school sports services from social organizations and the joint training mode between football clubs and schools show the innovation of the diversified governance mode of government, school and market. At the same time, the introduction of market mechanisms has created an atmosphere of competition and paid attention to cost and efficiency. The mutual benefit among all subjects creates an atmosphere and order of "orderly participation, mutual support and joint cooperation", and contributes to the construction of campus football with its own unique advantages (2021). The necessity of perfecting campus football system aims to promote the healthy development of campus football activities in China and contribute to the reserve of football talents in China (2019).

(2) Research on current situation and countermeasures of campus football development

At present, the campus football boom continues to rise, a variety of favorable policies continue to be launched, in order to campus football really lay a solid foundation for Chinese football. After the promotion of campus football for a period of time, many problems have been exposed, and experts and scholars have used different analysis methods to study these related problems (2020). There are some problems in the development of youth campus football activities, such as imperfect management system, insufficient soft and hard environment, and low overall level of football teachers (2016). Based on the actual situation of national and local youth campus football development, many studies have explored the problems encountered in the development of youth campus football. It is pointed out that the management system and operation mechanism are not smooth, the "distribution of schools" is not reasonable, the policy guarantee is insufficient, the activity field is insufficient, the professional team of

grass-roots managers, instructors, coaches and referees is not strong, the scientific level of after-school training is not high, and the student football activities are seriously insufficient in the school; The development of campus football (2010)(2010)(2011)(2011).

Optimizing the internal structure of campus football, improving the hard power while improving the soft power, promoting the marketization of campus football, expanding the diversified development path of campus football, and enhancing the orderliness and coordination of the entire system are effective ways for the sustainable development of campus football (2017). Through field visits, Peng Yuye and Wang Lijun found that football field equipment, curriculum arrangements, teachers and other serious constraints on the development of campus football, and suggested that the government should pay attention to campus football, increase the construction of football fields, increase equipment and equipment investment, schools should arrange football courses reasonably, and teachers should be equipped (2023). Huang Shaohui believes that students' interest in football is not high, which is directly related to the insufficient construction of campus football culture, the low level of campus teaching and the low teaching conditions (2020). Dong Zhongming and Liu Zhigang believe that: to carry out campus football activities, school-based curriculum is the foundation, extracurricular activities are the core, football culture is the guarantee, after-school training is the demonstration, and inter-school competition is the driving force. Suggestion: Unify the thought, improve the level of understanding; Perfect organization management and establish management mechanism guided by incentive; Based on the reality of the school, form a characteristic development mode; Increase investment and improve basic conditions (2015). It is necessary to improve the importance of school leaders and special responsibility system; Improve the overall quality of campus football coaches, improve the recruitment system of football professionals; Strengthen the publicity, create a good football culture atmosphere; Educate people with the ball, change parents' concept of football; Rational use of existing site resources and expansion of capital investment (2018). In addition, Gao Minxu (2013), Shu tong (2015), Hu Qingshan, Zeng Lijuan (2016) and others have also carried out relevant studies. Some scholars have also carried out research on other aspects of campus football, including campus football teacher training (Wang Hui and Dong Wenmei, 2016; Zhang Yuan, Zhang Tingan, 2018), Campus Football Competition System (Gao Jie, 2012; Feng Aimin, 2017), etc. These studies have enriched the theoretical system of campus football and provided reference and guidance for the development of campus football.

(3) Research on collaborative governance of youth campus football

As an effective way to enhance youth physique and cultivate youth character, campus football has been widely valued by all walks of life. The reasonable and effective allocation of campus football resources not only depends on the strong support of government departments, but also needs the cooperation of social organizations, schools, families, students and other aspects. As the basis to ensure the development of campus football activities, the rational allocation of campus football resources not only depends on the supervision of the government, but also closely related to social organizations, enterprises, schools, families, students and other factors. First of all, it is necessary to accurately

locate the allocation target of the current campus football resource allocation system and scientifically evaluate the gap between the current situation of the resource allocation system and the target. Secondly, effective management means should be adopted to promote the integration and coordination among various factors of the system. Finally, the results of cooperative operation are compared and fed back. In the whole process, attention should be paid to strengthening the control of the process to ensure the realization of synergies and the ultimate goal of the system (2021). The policy implementation subject and target group affect the policy implementation process with their specific needs satisfied, and the policy implementation organization and system at the grass-roots level directly affect the logical generation of the school football policy at the grass-roots level. Therefore, to promote the effective implementation of campus football policy, we must constantly improve the construction of grass-roots implementation organization and carry out grass-roots system innovation under the condition of meeting the reasonable needs of policy implementation subjects. To improve the top-level design of campus football policy and coordinate the construction of grass-roots implementation system from the strategic overall height; Promote the reform of campus football grass-roots organization system, and reshape the order of inter-departmental power cooperation; Promote the innovation of campus football grass-roots system and implement rigid constraints on the alienation of execution (2021). The support of schools, parents and society is the driving force for the development of campus football. These dynamic factors have some problems of coupling and incoordination (2018)(2016). We have streamlined administration and delegated power, nurtured social endogenous capacity, activated social resources, fully mobilized the enthusiasm of all parties (2019), and properly handled the contradictory relations and value coordination in all aspects of development (2019). Scholars have made some preliminary discussions from different government departments, government and market, government and society, etc., and put forward the necessity of multi-subject collaborative development of campus football. It is not enough to rely only on the government to lead the development of campus football. Social forces have the advantages or characteristics of participation, innovation, flexibility and low cost, so the introduction of social forces can effectively deal with the problem of insufficient youth campus football resources and play a unique role (2021). Campus football should be based on policies, establish multiple governance bodies, and optimize resource allocation methods (2022). The "National Campus Football Office" jointly established by the State General Administration of Sport and the Ministry of Education has obvious cross-functional and interest conflicts with the institutions directly under the education department (2016). In-depth analysis of the interest game relationship at different levels is helpful to improve the implementation of campus football policies (2015). Social entities should play a unique role in the development of youth campus football (2021). The main body of the domestic campus football industry has begun to take shape, but the government departments have not taken clear regulatory measures in terms of the entrance threshold of the campus football industry, participant qualification examination, campus football market norms, etc., and there are constant competition and disputes in the commercial development of the game, the TV broadcasting rights of the

game, and the ownership of reserve talents (2019).

The rise of collaborative governance originated from Western countries. After World War II, in order to get rid of the predicament of the government, they learned from the management experience of the private sector in pursuing economy, efficiency and effectiveness, followed the market-oriented approach to transform the public sector (1994), and gradually formed the new theory of public management. The government structure and policy tools cannot adapt to complex public affairs. The development of information and communication technology reduces the cost of horizontal communication and coordination, and the public's demand for public services increases sharply. The academic community uses the concept of "collaborative governance" to refer to this kind of inter-departmental collaboration (2009). In practice, cross-sectoral interaction between the government, enterprises and social organizations in the fields of public services, natural resources and emergencies is increasingly widely used in countries around the world. Collaborative governance involves a wide range of subjects. American scholar Russell M. Linden proposed "seamless government". Although participants should come from different governments, enterprises, social organizations and citizens, the government still occupies a central position in governance (2001). Tom Ling (2002) believes that collaborative governance can be summarized into four dimensions: inside, outside, up and down. "Inside" mainly refers to the internal coordination of government departments, "outside" mainly refers to the coordination between the government and the non-government, "up" pays more attention to the vertical coordination between the upper and lower levels of government, and "down" pays more attention to the bottom-up coordination. Some studies put forward that collaborative governance can be divided into three situations: between public sector, between public sector and private sector, and between public sector and non-profit organization (2004). Collaborative governance can realize the docking and sharing of information, resources, behaviors and capabilities (2006), and can realize the efficacy of the whole of social public affairs greater than the sum of its parts (2016). This view is shared by most scholars. Some scholars also believe that collaborative governance is not a master key, and the main reasons for its failure are the increase in the number of participants in decision-making behavior and the strict accountability caused by public participation and authorization (2009). In recent years, the football level of neighboring Asian countries such as Japan and South Korea has continued to improve, and their influence in the world has been increasing, and they have become regular guests of the World Cup, and the domestic league has also developed vigorously. Corresponding to this, after more than 30 years of professional reform, the level of Chinese football has not only not improved, but also gradually reduced to the second-rate level in Asia, and can not participate in the World Cup for many years. From the perspective of countries with a high level of football in the world, whether it is Japan and South Korea in Asia, or Britain, Spain and Germany in Europe, the development of their football level cannot be separated from the development of campus football, which provides a solid reserve talent training base for professional football and promotes the vigorous development of professional football matches. Although Chinese governments at all levels and sports management departments also attach great importance to the development of campus football, many leaders have

proposed that football should start from children, but affected by traditional cultural factors and the pressure of exam-oriented education, the development of campus football in China has always been unsatisfactory, the number of teenagers involved, the quantity and quality of campus league and the developed countries in the world football level gap is larger. The number, level, facilities and funding of grassroots coaches cannot meet the development needs of campus football (2020)(2013). Based on different national conditions, the development path and level of campus football are not the same. Although the development mode of campus football is different, its successful experience and advanced concept have important reference significance. Campus football in China assumes the functions of amateur clubs at all levels of the football associations of England, Germany and France. The scientific youth football system is an important magic weapon for German football to win world praise (2017). Germany insists on close cooperation between schools, clubs and local football associations to improve the training system of professional football clubs, school football and talent training centers (2018)(2015). The promotion of youth football in the UK, under the leadership of the British Schools Football Association, focuses on school football (2018). Football was introduced into schools as an educational means to stabilize students' emotions and maintain school order (2008). The development of school football in France is mainly concentrated in the middle school stage, the football competition mechanism of primary and secondary schools is developed, and the football talent selection and training mechanism is sound. Thanks to the government's attention and support, the campus football environment is relaxed and the social football environment is good (2015). Although the national conditions and systems of different countries are different, the development path of youth campus football is not the same, but through the literature review, it is found that the trend of foreign youth campus football tends to be collaborative governance. Through the exploration of the training system of French youth football players, it is found that the combination of government and school is the foundation of development, amateur clubs are the main driving force, professional clubs are the cornerstone of reaching the peak, and a large number of competitions at all levels are the guarantee of success (2020). The English Football Foundation, with the Premier League as its main source, invests in school and community football facilities every year. Many leading companies support football development in local schools as part of their corporate social responsibility. There are many types of school soccer games in Japan. High school football is the most mature stage in the development of school-age school leagues in Japan. It has attracted strong social attention and many social enterprises are willing to sponsor the event (2019) (2021). The growth of school football in Japan has led to the development of a number of related industries (2019).

2. Statement of the Problem

1. What is the profile of the respondents in terms of

For Students:

1.1 Sex

1.2 Age

1.3 Grade Level

For Teacher:

1.1 Sex

1.2 Age

1.3 Years of teaching

2. What is the assessment of respondents on the collaborative governance of campus football in Hunan China in terms of:

2.1 Stakeholder Engagement

2.2 Transparency in Governance

2.3 Collaborative Decision-making

2.4 Effectiveness of Governance Structure

2.5 Long-term Strategy and Vision?

3. Is there a significant difference in the assessment of respondents on the collaborative governance when their profile is taken as a test factor?

4. What is the assessment of respondents on the football outcomes in terms of:

4.1 Team Performance

4.2 Participation and Engagement

4.3 Stakeholder Satisfaction

4.4 Infrastructure and Resources

4.5 Community and External Support

5. Is there a significant difference in the assessment of respondents on the football outcomes when their profile is taken as a test factor?

6. Is there a significant relationship between the collaborative governance and football outcome as assessed by the respondents?

7. According to the research results, what improvement program can be proposed?

3. Scope and Delimitation

The study's primary objective revolves around understanding the existing collaborative governance structures and processes in place for campus football within Hunan Province. Recognizing the myriad stakeholders integral to this process, from players and coaches to school administrators and parents, it becomes crucial to assess their active participation and roles in the governance framework. An essential facet of this exploration is gauging the effectiveness of the present collaborative governance models and how they translate into tangible outcomes for campus football within the province. Another core objective is to discern the relationship between the collaborative governance mechanisms in place and the football outcomes, such as team performance, stakeholder satisfaction, and participation rates. This involves a meticulous examination of the correlation between governance practices and these outcomes, highlighting areas of success and those needing improvement. While the study's focus is comprehensive within its defined boundaries, it is essential to note its delimitations. Firstly, the research is geographically bound to Hunan Province, implying that the findings may reflect the unique characteristics of this region and might not be directly applicable to other provinces or countries. Moreover, while the study delves into the collaborative governance of campus football, it does not extend its examination to other sports or extracurricular activities within campuses in Hunan. The emphasis on campus football might exclude insights from professional or community football programs, even if they might have overlapping stakeholders or governance challenges. Lastly, while the research will undoubtedly touch upon external influences, its primary focus remains on internal governance mechanisms, potentially sidelining external or global factors that might have indirect impacts on the collaborative governance of campus football in Hunan.

The study will use a researcher-made questionnaire that

targets 330 students, teachers using purposive sampling technique. The research will be conducting during the 1st semester of 2023-2024.

4. Research Design

A non-experimental quantitative design will be used in this study. This study will use a descriptive correlational research design to determine the relationship between collaborative governance and football outcomes in Chinese school football.

Descriptive correlational research design, often referred to as correlational research, is a research method used to investigate associations between two or more variables without necessarily establishing a causal relationship between them. The aim of this study is to provide a comprehensive description of the size and characteristics of the associations between variables, usually by assessing how they behave in a constant state in a real environment.

This design approach can help us describe and compare the relationship between different variables and their impact on the development of campus football. The study will select variables related to collaborative governance measures and football outcomes, including indicators such as the level of government funding, teacher training, the level of campus football facilities construction, the number of participants and competition results. Data were collected through questionnaires, interviews and observations to ensure the diversity and representativeness of the sample. Then, statistical methods such as descriptive statistics and correlation analysis were used to analyze the data to compare the relationship between different variables and the degree of influence. Finally, through the interpretation and discussion of the results, the influence of collaborative governance measures on football results is revealed, the differences between different regions and school types are discussed, and the corresponding conclusions and suggestions are put forward.

5. Sampling Method

This study will employ purposeful sampling techniques to recruit study participants. The survey surveyed officials,

students, teachers in charge of campus soccer at some schools in Hunan. Purposeful sampling is a strategic non-probabilistic sampling technique in which participants are selected based on the specific characteristics or qualities they possess that are considered critical to the research objectives. Under the background of investigating the collaborative governance of Hunan campus football, it is particularly important to adopt the purposeful sampling method. The technology enables research to focus on stakeholders directly involved in or affected by the governance of campus football in the region, ensuring that the data collected is both rich and directly relevant. By carefully selecting interviewees, such as school administrators who are deeply embedded in the governance process, coaches who guide the results, and players who experience the direct impact of governance, the study can draw on a range of insights.

First, determine the sample population. The sample population should include a representative sample of campus football participants, education departments, football associations, schools and other relevant stakeholders. This ensures the wide applicability and extensibility of the findings. Secondly, select the sampling method. Sampling methods should be determined according to study objectives and resource constraints. Common sampling methods include random sampling, stratified sampling and convenient sampling. Random sampling can ensure that the sample is representative, but may require more resources and time. Stratified sampling can be stratified according to different regions, school types and other factors, so as to ensure the diversity of samples. Convenience sampling is based on the convenience of researchers to select samples, but may lead to sample bias. When sampling, it is also necessary to pay attention to the size and rationality of the sample. The sample size should be large enough to ensure the reliability of the data and the validity of the statistical analysis. At the same time, the selection of samples should avoid bias as much as possible to reduce the error of the results. Finally, after sampling, the representativeness of the sample should be checked. The characteristics and indicators of the sample can be compared with those of the population to ensure that the sample is effectively representative of the sample population.

Table 1. The following are the schools involved in the study:

Schools	Total Population of Students	Total Population of Teachers
1. Changsha No. 1 Middle School	100	10
2. Changsha No. 6 Middle School	100	10
3. Changsha No. 21 Middle School	100	10
Total	300	30

The overall population is 330 of students, teachers and parents. Using Qualtrics computation with 5% Margin of Error and 95% Confidence Level, the target respondents will be 92. Given that this research will adopt purposive sampling technique, the respondents will have to fit in the following criterion:

For Students:

1. Must be a football major
2. Must have complete knowledge of football
3. Must be willing to participate in the study

For Teachers:

1. Must be currently teaching football
2. Must have at least 1 year teaching football experience
3. Must be willing to participate in the study

6. Data Gathering Procedure

The study will adopt a rigorous and systematic approach to data collection, using quantitative research with the aim of obtaining real first-hand data and conducting rigorous analysis to draw persuasive conclusions. Before we proceed with data collection, we need to determine the research question. We need to make clear the purpose of research, the scope of research, the object of research and so on. The collaborative governance of campus football and football results involve many aspects, such as government, schools, social organizations, football events and so on. Therefore, we need to determine what types of data we need to collect. Depending on the type of data that needs to be collected, we

need to design the corresponding data acquisition tools. For example, we can design questionnaires, interview guides, observation records, etc. Since the collaborative governance of campus football in China and football results involve many regions and schools, we need to select a certain number of samples. After determining the sample, we need to collect the data. According to the designed data collection tools, we can conduct questionnaire survey, interview, observation and other ways to collect data. In the process of data collection, we need to ensure the accuracy and reliability of data. After data collection, we need to organize and analyze the data. We can use statistical software to analyze the data, such as SPSS, Excel and so on. In the process of analysis, we need to pay attention to the quality and reliability of the data and avoid errors and biases. Finally, we need to present and discuss the results of the data analysis. We can use charts, tables and other ways to present the analysis results, and explain and discuss the results. In the process of discussion, we need to focus on

the research questions and make conclusions and suggestions.

First, we will design a well-designed questionnaire to comprehensively evaluate the current situation of collaborative football governance and football outcomes in Hunan Province. The study will use a rigorous validation process, which includes content validity checks by experts who have been working in the field for a long time, then optimization of the questionnaire according to the guidance of the experts, and pilot studies in a limited group of respondents to further enhance and optimize the survey tool. Finally, the final questionnaire is sent out to survey samples in different regions for formal surveys, with a strict commitment to clear guidelines that protect data privacy and promote sincere and open responses.

7. Results and Analysis

Table 2. Demographic Profile of the Student-Respondents

Demographic Profile	Categories	Frequency	Percentage
Sex	Male	275	91.67
	Female	25	8.33
	Total	300	100.00
Age	12 years old and below	26	8.67
	13-14 years old	85	28.33
	15-16 years old	169	56.33
	17-18 years old	20	6.67
	18 years old and above	0	0.00
	Total	300	100.00
Grade Level	First grade of junior high school	45	15.00
	Junior middle school second grade	50	16.67
	Third grade of junior high school	47	15.67
	First year of high school	58	19.33
	High school sophomore	48	16.00
	Third year of high school	52	17.33
	Total	300	100.00

Table 2 outlines the demographic profile of 300 student-respondents, segmented by sex, age, and grade level, providing insights into the composition of the survey's participants.

The survey's respondents are overwhelmingly male, constituting 91.67% with 275 students, while female participants account for only 8.33% with 25 students. This significant disparity suggests that the survey may offer more insight into the male student perspective within the context under study.

Age-wise, the distribution shows a bell curve centered on mid-adolescence. The majority of respondents are between 15-16 years old, making up 56.33% with 169 students. The 13-14 years old bracket follows with 28.33% or 85 students, while those 12 years old and below represent the younger end with 8.67% or 26 students. Students between 17-18 years old account for 6.67% with 20 students, and notably, there are no respondents above the age of 18. This age profile suggests that the survey predominantly captures the perspectives of younger adolescents.

The respondents are also distributed across various educational levels, with a fairly even representation across the first three grades of junior high and high school. The first year of high school has the highest representation with 19.33% or 58 students, closely followed by the third year of high school at 17.33% or 52 students. The second grade of junior high school and high school sophomores are also well-represented,

with 16.67% or 50 students and 16% or 48 students, respectively. The first and third grades of junior high school have a slightly lower representation, with 15.00% or 45 students and 15.67% or 47 students, respectively. This grade-level distribution indicates a comprehensive inclusion of student experiences from different stages of secondary education.

Overall, the demographic data from Table 1 depicts a group of student-respondents that is primarily male and centered in the middle teenage years, distributed somewhat evenly across six grades of junior high and high school education. The data provide a solid foundation for understanding the survey results within the context of these demographic parameters.

Table 3 presents the demographic profile of teacher-respondents, comprising 30 individuals, segmented by sex, age, and years of teaching experience.

In terms of sex, the majority of the teacher-respondents are male, accounting for 80.00% with 24 out of the total. Female respondents make up 20.00%, with only 6 in number. This distribution indicates a predominantly male teaching cohort within the sample.

Age-wise, the teachers are relatively young, with the largest group being those aged 31-40 years old, representing 43.33% of the sample. The 26-30 years old category is the next largest, comprising 33.33%, while those 25 years old and below make up 23.33%. This age distribution suggests that the majority of the teachers are in the early to mid-stages of

their professional careers.

Table 3. Demographic Profile of the Teacher-Respondents

Demographic Profile	Categories	Frequency	Percentage
Sex	Male	24	80.00%
	Female	6	20.00%
	Total	30	100.00%
Age	25 years old and below	7	23.33%
	26-30 years old	10	33.33%
	31-40 years old	13	43.33%
	Total	30	100.00%
Years of Teaching	1 year and below	4	13.33%
	2-3 years	9	30.00%
	4-5 years	10	33.33%
	6 years and above	7	23.33%
	Total	30	100.00%

When it comes to teaching experience, a plurality of the teachers has been in the profession for 4-5 years, which is 33.33% of the respondents. This is closely followed by those with 2-3 years of experience at 30.00%. Teachers with more than 6 years of experience constitute 23.33%, while those with 1 year or less are the least represented at 13.33%. This spread of experience levels indicates a mix of relatively new and moderately experienced teachers.

Overall, the teacher demographic consists predominantly of male teachers in their early professional years, with a diverse range of teaching experience. This diversity can provide varied insights and perspectives in the context of the survey's focus, which could enrich the understanding of the educational environment or the specific subject matter under study.

Table 4. Assessment of Collaborative Governance – Stakeholder Engagement

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Multiple stakeholders actively participate in campus football governance in Hunan.	3.78	0.42	3	Strongly Agree/ Highly Established
There's effective communication between stakeholders in the decision-making process.	3.74	0.44	4	Strongly Agree/ Highly Established
Stakeholders' feedback is regularly sought and integrated into the governance process.	3.85	0.36	1	Strongly Agree/ Highly Established
Stakeholders are provided with adequate training and resources to effectively participate in governance.	3.69	0.46	6	Strongly Agree/ Highly Established
There's a clear platform or forum where stakeholders can voice their opinions and concerns about campus football.	3.65	0.48	8	Strongly Agree/ Highly Established
Regular fan engagement activities are conducted to boost morale.	3.67	0.47	7	Strongly Agree/ Highly Established
Partnerships with local businesses have helped in team promotion and branding.	3.74	0.44	4	Strongly Agree/ Highly Established
Our institution organizes periodic meetings with stakeholders to discuss the team's progress and future directions.	3.83	0.38	2	Strongly Agree/ Highly Established
Stakeholder Engagement	3.74	0.15	-	Strongly Agree/ Highly Established

Scale: 1-1.50: Strongly Disagree/Nonexistent 1.51-2.50: Disagree/Minimally Present; 2.51-3.50: Agree/Moderately Established; 3.51-4.00: Strongly Agree/Highly Established

Table 4 provides an assessment of collaborative governance, specifically in the context of stakeholder engagement within campus football governance in Hunan. The survey measured various aspects of this engagement, each indicator provided with a mean score and standard deviation (SD), and ranked according to the level of agreement or establishment as perceived by the respondents.

The indicator with the highest mean score is "Stakeholders' feedback is regularly sought and integrated into the governance process," with a mean of 3.85 and the lowest SD of 0.36, ranked first. This indicates a strong consensus that the feedback loop is actively maintained and valued in the governance structure.

Periodic meetings with stakeholders to discuss the team's progress and future directions are also highly rated, with a mean score of 3.83 and an SD of 0.38, ranked second. This suggests that there is a strong commitment to keeping

stakeholders informed and involved in strategic discussions.

Active participation of multiple stakeholders in campus football governance has a mean score of 3.78 and an SD of 0.42, ranking third. This reflects a highly participatory governance approach where different groups engage in the football program.

Effective communication in the decision-making process and partnerships with local businesses for team promotion are both given a mean score of 3.74, sharing the fourth rank. These indicators signal robust communication channels and successful engagement with the local business community.

The training and resources provided to stakeholders for effective participation have a mean of 3.69 and an SD of 0.46, ranking sixth, followed by regular fan engagement activities, which have a mean score of 3.67 and an SD of 0.47, ranking seventh. These indicate strong but slightly less uniform agreement on these aspects compared to others.

The platform for voicing opinions has the lowest rank, with a mean score of 3.65 and an SD of 0.48, ranked eighth. Although it is the lowest, it still falls within the "Strongly Agree/ Highly Established" range, showing a general consensus on its presence and effectiveness.

Overall, the mean score for stakeholder engagement in campus football governance is 3.74 with a very narrow SD of 0.15, indicating a high level of consistency in responses. This suggests that stakeholders are significantly and effectively involved in the governance process, with strong communication, regular feedback, and active participation

being key features of the governance structure as perceived by the respondents.

The article "Stakeholder engagement during the COVID-19 crisis: perspectives from South Africa" by Myeza, L., et al (2019) discusses the importance of stakeholder inclusivity in corporate reporting and governance. It stresses that organizations should not only prioritize the interests of financial capital providers but should also consider social and relationship capital, which encompasses stakeholders. This aligns with the results showing active participation and communication as key features in governance.

Table 5. Assessment of Collaborative Governance – Transparency in Governance

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
The decision-making process for campus football governance in Hunan is transparent.	3.79	0.41	2	Strongly Agree/ Highly Established
Governance policies and decisions are communicated effectively to all stakeholders.	3.65	0.48	6	Strongly Agree/ Highly Established
There's clarity on roles and responsibilities in the governance structure.	3.71	0.45	4	Strongly Agree/ Highly Established
Regular updates are provided to stakeholders about ongoing governance activities.	3.59	0.49	7	Strongly Agree/ Highly Established
There's trust in the fairness and impartiality of the governance process.	3.85	0.35	1	Strongly Agree/ Highly Established
Financial allocations and expenditures related to the campus football team are made available for review by relevant parties.	3.71	0.46	4	Strongly Agree/ Highly Established
Regular transparency audits or reviews are conducted to ensure good governance practices.	3.72	0.45	3	Strongly Agree/ Highly Established
Transparency in Governance	3.72	0.17	-	Strongly Agree/ Highly Established

Scale: 1-1.50: Strongly Disagree/Nonexistent 1.51-2.50: Disagree/Minimally Present; 2.51-3.50: Agree/Moderately Established; 3.51-4.00: Strongly Agree/Highly Established

Table 5 examines the aspect of transparency within the governance of campus football in Hunan. The table lists indicators related to transparency, each with a mean score, standard deviation (SD), and a rank, along with a verbal description to interpret the level of agreement among the stakeholders.

Trust in the fairness and impartiality of the governance process scores the highest, with a mean of 3.85 and the lowest SD of 0.35, ranked first. This top ranking signals a strong consensus on the integrity of the governance process, suggesting stakeholders have considerable faith in the fairness of decision-making.

The transparency of the decision-making process itself is also highly rated, with a mean of 3.79 and an SD of 0.41, ranking second. This indicates that stakeholders perceive the process as open and clear, understanding how decisions are reached within the football program.

Regular transparency audits or reviews are ranked third with a mean of 3.72 and an SD of 0.45. This demonstrates stakeholders' confidence that the governance practices are regularly scrutinized for transparency and good governance.

Clarity on roles and responsibilities, along with financial transparency, both have mean scores of 3.71, sharing the fourth rank. These indicators are crucial, highlighting that stakeholders understand the governance structure and can access financial information for accountability.

Effective communication of policies and decisions has a slightly lower mean score of 3.65 and an SD of 0.48, ranked sixth. While still highly agreed upon, this suggests that there may be room for improvement in how governance decisions

are disseminated to stakeholders.

The provision of regular updates about ongoing governance activities has the lowest mean score of 3.59 and an SD of 0.49, ranked seventh. Despite being the lowest rank, it is still within the "Strongly Agree/ Highly Established" range, indicating a positive view of communication practices.

The overall mean score for Transparency in Governance is 3.72 with a narrow SD of 0.17, reinforcing the high level of agreement across the respondents. This composite score underlines stakeholders' strong agreement that transparency is a well-established and integral component of campus football governance in Hunan. This overall positive perception of transparency likely contributes to the trust and engagement that stakeholders have with the governance process.

Labella and Rodríguez (2020) delved into the development of a standardized procedure for assessing transparency and good governance. Their research underscores the importance of having clear and measurable indicators for transparency, which are validated through expert opinions. This approach aligns with the need for clear governance practices in sports organizations like those involved in campus football in Hunan, as highlighted in the data. The study presents a systematic method to integrate transparency into governance by employing the Best – Worst Method and Minimum Cost Consensus model to weigh various governance indicators. Such methodologies could be adapted to evaluate governance transparency in campus football programs, ensuring that all processes are open and scrutinized according to established best practices.

Table 6. Assessment of Collaborative Governance – Collaborative Decision-Making

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Decisions about campus football are made collaboratively, taking into account inputs from various stakeholders.	3.78	0.42	2	Strongly Agree/ Highly Established
Conflicts within the governance structure are resolved through dialogue and consensus.	3.71	0.46	4	Strongly Agree/ Highly Established
Collaboration has enhanced the overall quality of governance decisions.	3.84	0.37	1	Strongly Agree/ Highly Established
There's a mechanism in place to regularly review and update the collaborative governance model.	3.56	0.50	7	Strongly Agree/ Highly Established
Collaborative governance has fostered a sense of shared responsibility and ownership among stakeholders.	3.65	0.48	6	Strongly Agree/ Highly Established
Decisions, once made collaboratively, are documented and shared for transparency with the broader community.	3.74	0.44	3	Strongly Agree/ Highly Established
The institution promotes a culture where every stakeholder feels their opinion is valued in the decision-making process.	3.70	0.46	5	Strongly Agree/ Highly Established
Collaborative Decision-Making	3.71	0.16	-	Strongly Agree/ Highly Established

Scale: 1-1.50: Strongly Disagree/Nonexistent 1.51-2.50: Disagree/Minimally Present; 2.51-3.50: Agree/Moderately Established; 3.51-4.00: Strongly Agree/Highly Established

Table 6 evaluates the collaborative decision-making process within the governance of campus football, reflecting the collective input and consensus-building among stakeholders. The indicators measure various facets of this process, each with a mean score, standard deviation (SD), and rank. Verbal descriptions interpret the degree of agreement or establishment among the respondents.

The highest level of agreement is on the enhancement of governance decisions' overall quality through collaboration, with the highest mean score of 3.84 and a low SD of 0.37, ranking it first. This underscores a strong belief that collaborative efforts have positively impacted the quality of decisions made.

Decisions made collaboratively are not only taken with stakeholder input but are also well-documented and communicated, which is evident with a mean score of 3.78 and an SD of 0.42, ranking second. This reflects a high degree of transparency and accountability in the decision-making

process.

Regular conflicts within the governance structure are resolved through dialogue and consensus, as indicated by a mean of 3.71 and an SD of 0.46, ranking fourth. This suggests that there is a strong foundation for resolving disagreements constructively.

The institution's promotion of a culture that values every stakeholder's opinion in the decision-making process has a mean of 3.70 and an SD of 0.46, ranking fifth. It demonstrates a commitment to inclusive governance.

However, the mechanism in place for reviewing and updating the governance model seems to be the least agreed upon, with a mean of 3.56 and the highest SD of 0.50, ranking it seventh. Although this is the lowest rank, the score still falls within the "Strongly Agree/ Highly Established" range, indicating room for improvement in the process for revisiting governance structures.

Table 7. Assessment of Collaborative Governance – Effectiveness of Governance Structure

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
The collaborative governance model has led to improved management and organization of campus football.	3.74	0.44	3	Strongly Agree/ Highly Established
Resources and funding for campus football are allocated efficiently.	3.71	0.45	5	Strongly Agree/ Highly Established
The governance structure is flexible and can adapt to changes and challenges.	3.63	0.48	8	Strongly Agree/ Highly Established
There's a mechanism to assess the effectiveness of governance regularly.	3.67	0.48	6	Strongly Agree/ Highly Established
The collaborative governance model aligns well with Hunan's cultural and administrative context	3.87	0.34	1	Strongly Agree/ Highly Established
There is a regular review process to assess the effectiveness and relevance of the current governance structure.	3.74	0.44	3	Strongly Agree/ Highly Established
The structure promotes equal representation and participation from all stakeholder groups in governance-related matters.	3.80	0.40	2	Strongly Agree/ Highly Established
The structure is flexible enough to adapt to changing needs or circumstances without causing disruptions.	3.64	0.48	7	Strongly Agree/ Highly Established
Effectiveness of Governance Structure	3.72	0.16	-	Strongly Agree/ Highly Established

Scale: 1-1.50: Strongly Disagree/Nonexistent 1.51-2.50: Disagree/Minimally Present; 2.51-3.50: Agree/Moderately Established; 3.51-4.00: Strongly Agree/Highly Established

The overall mean for collaborative decision-making is 3.71 with a very narrow SD of 0.16, signifying a strong consensus

among respondents that the decision-making process within the campus football governance is collaborative and well-

established. This collective view points to a governance model that is participative, transparent, and continually striving for consensus and improvement.

The article by Emerson, K., et al (2012) provides a comprehensive overview of collaborative governance, emphasizing the integration of diverse stakeholder perspectives into decision-making processes. The authors discuss how collaborative decision-making not only enhances the quality of decisions through diverse inputs but also ensures that decisions are more inclusive and better supported across different groups. This aligns with the findings on the high degree of agreement on the enhancement of governance decisions' overall quality through collaboration. It supports the observation that collaborative efforts positively impact the quality of decisions, highlighting the importance of well-documented and communicated decisions that involve stakeholder input.

Table 7 presents an assessment of the effectiveness of the collaborative governance structure in managing campus football. Each indicator, detailed with a mean score and standard deviation (SD), reflects the respondents' perspective on various aspects of governance. These indicators are then ranked and described to provide a comprehensive view of how well the governance structure functions.

The highest endorsement goes to the alignment of the governance model with the cultural and administrative context of Hunan, evidenced by the top mean score of 3.87 and the lowest SD of 0.34, ranking first. This suggests a strong agreement among respondents that the governance model is highly compatible with local conditions.

Equal representation and participation from all stakeholder groups is another area where there is a strong consensus, with a mean score of 3.80 and an SD of 0.40, ranking second. This points to a perception that the governance structure supports and facilitates inclusive participation.

Improved management and organization of campus football due to the collaborative governance model, along with the regular review process to assess the effectiveness and relevance of the governance structure, both receive a mean score of 3.74 and share the third rank. This indicates that the respondents strongly agree that governance practices have led to positive changes and are subject to ongoing evaluation.

Resources and funding for campus football are perceived to be allocated efficiently, with a mean score of 3.71 and an SD of 0.45, ranking fifth. This is a key aspect of effective governance, as it relates directly to the practical management of the sport.

The governance structure's adaptability to change and the regular assessment of its effectiveness are also highly rated, with means of 3.63 and 3.67 respectively, ranking sixth and eighth. While still within the "Strongly Agree/ Highly Established" category, these indicators suggest there is room for improvement in the governance model's flexibility and self-assessment mechanisms.

Overall, the mean score for the effectiveness of the governance structure is 3.72 with a very narrow SD of 0.16, signifying a strong, positive consensus among respondents that the governance structure is effective and well-established. This reflects a belief that the collaborative approach to governance is functioning well, with the capacity for regular review and adaptation in response to ongoing needs.

Emerson, K., et al (2012) discusses how collaborative governance frameworks are designed to integrate and align with the specific cultural and administrative contexts in which they operate. This aligns with the finding that the governance model in Hunan is highly compatible with local conditions, evidenced by the high mean score and low standard deviation. They have emphasized the importance of ensuring equal representation and participation from all stakeholders. This principle supports your data point that there is strong consensus on the governance structure facilitating inclusive participation, which is crucial for the legitimacy and effectiveness of governance. The study also highlights that effective collaborative governance leads to improved management and organizational practices. This corresponds to your findings that the collaborative governance model has positively impacted the management and organization of campus football, with mechanisms for regular review and assessment to maintain relevance and effectiveness. According to it, an effective collaborative governance structure ensures that resources and funding are allocated efficiently, aligning with your observation that resources for campus football are perceived to be managed efficiently under the current governance framework.

Table 8. Assessment of Collaborative Governance – Long-Term Strategy and Vision

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
There's a clear long-term vision for campus football under the collaborative governance model.	3.65	0.48	6	Strongly Agree/ Highly Established
Stakeholders are involved in shaping the strategic direction of campus football.	3.67	0.52	5	Strongly Agree/ Highly Established
Collaborative governance emphasizes sustainable growth and development of campus football.	3.84	0.36	1	Strongly Agree/ Highly Established
There's a focus on continuously improving the quality of campus football through governance.	3.71	0.45	4	Strongly Agree/ Highly Established
Collaborative governance promotes a legacy-oriented approach, ensuring the future success of campus football.	3.59	0.49	7	Strongly Agree/ Highly Established
The long-term strategy considers both on-field performance and off-field development, such as infrastructure and community engagement.	3.72	0.49	3	Strongly Agree/ Highly Established
Initiatives like talent scouting and youth development are aligned with the long-term vision for continued success.	3.55	0.50	8	Strongly Agree/ Highly Established
Feedback from all stakeholders is considered when revising or setting the long-term strategic direction.	3.78	0.41	2	Strongly Agree/ Highly Established
Long-Term Strategy and Vision	3.69	0.17	-	Strongly Agree/ Highly Established

Scale: 1-1.50: Strongly Disagree/Nonexistent 1.51-2.50: Disagree/Minimally Present; 2.51-3.50: Agree/Moderately Established; 3.51-4.00: Strongly Agree/Highly Established

It also notes the importance of adaptability in governance structures, suggesting that collaborative governance should evolve in response to changing needs and conditions. This supports your data indicating that while the governance structure is rated positively, there is still room for improvement in its adaptability and the regular assessment of its effectiveness.

Table 8 delves into the long-term strategic approach of collaborative governance in campus football. The table lists several indicators that reflect the strategic vision and its implementation, each with a corresponding mean score, standard deviation (SD), and rank, alongside a verbal description interpreting the level of agreement among the respondents.

The most agreed upon indicator is "Collaborative governance emphasizes sustainable growth and development of campus football," with a mean of 3.84 and an SD of 0.36, ranking first. This suggests a robust consensus on the model's focus on long-term sustainability and growth.

Feedback from all stakeholders in setting or revising the strategic direction is also highly valued, reflected in a mean score of 3.78 and an SD of 0.41, ranking second. This indicates an inclusive and responsive governance approach.

The strategic consideration of both on-field performance and off-field development, including infrastructure and community engagement, scores a mean of 3.72 and ranks third. This highlights a holistic approach to football governance that extends beyond the game itself.

Continuous quality improvement through governance has a mean score of 3.71 and is ranked fourth, further emphasizing the commitment to enhancing campus football's standards over time.

Involvement of stakeholders in shaping the strategic direction and having a clear long-term vision for campus football are both recognized with means of 3.67 and 3.65, respectively, ranking fifth and sixth. These indicate strong agreement but with slightly more variability, suggesting that while the direction is affirmed, there may be nuances in how it is perceived by different stakeholders.

The legacy-oriented approach of the governance model, which ensures future success, has a mean of 3.59 and is ranked seventh, while the alignment of initiatives like talent scouting with the long-term vision has the lowest rank with a mean of 3.55. Despite being lower, they still fall within the "Strongly Agree/ Highly Established" category, underscoring a strategic focus on building a lasting football program.

Overall, the mean score for Long-Term Strategy and Vision is 3.69 with an SD of 0.17, indicating a high level of agreement that the governance model is effectively guiding campus football towards a well-defined and supported future. This collective perspective from the respondents points to a strategic approach in governance that is comprehensive, stakeholder-inclusive, and focused on continuous improvement and sustainability.

FIFA's "The Vision 2020-2023" document, which outlines their strategic goals for global football development, supports the data in Table 7 on the effectiveness of collaborative governance in campus football. The document emphasizes sustainable growth and inclusive, responsive governance, aligning with the findings on sustainable development and stakeholder involvement in strategic planning. It also highlights FIFA's holistic approach to both on-field performance and off-field activities, such as community

engagement and infrastructure, mirroring the data's emphasis on a comprehensive governance approach. Furthermore, FIFA's focus on continuous quality improvement echoes the observation that governance practices are subject to ongoing evaluation to enhance standards. This strategic document exemplifies how a major sports governing body implements long-term strategies that resonate with the governance model's focus on inclusivity, sustainability, and continuous improvement.

8. Conclusion

Profile of the Respondents:

Students:

Sex: The overwhelming male majority (91.67%) may skew the perception and responses related to football governance and outcomes towards male perspectives.

Age: Predominance of mid-adolescents (15-16 years old) suggests that the insights primarily reflect the views of students in a critical developmental stage, possibly more engaged in or affected by campus football activities.

Grade Level: The broad distribution across different educational stages provides a varied understanding of football governance from different academic levels, ensuring a comprehensive perspective across junior high and high school students.

Teachers:

Sex: The male dominance (80%) among teacher respondents could influence the professional perspectives offered, potentially aligning with the student demographics.

Age: A younger teacher demographic suggests a potentially dynamic and perhaps more progressive approach to football governance and education strategies.

Years of Teaching: The spread across different teaching tenures allows for an analysis that includes both fresh ideas from newer teachers and experienced insights from veterans, enriching the governance feedback.

Assessment of Collaborative Governance of Campus Football:

Stakeholder Engagement: High levels of active participation and feedback integration demonstrate a robust engagement framework that values stakeholder input, crucial for adaptive and responsive governance.

Transparency in Governance: Strong agreement on the transparency of processes and decision-making indicates a trust-based and clear governance structure, essential for stakeholder satisfaction and cooperation.

Collaborative Decision-Making: Effective but with room for improvement, particularly in updating governance mechanisms, indicating the need for ongoing revisions to adapt to evolving educational and sporting needs.

Effectiveness of Governance Structure: The structure is viewed as effective, particularly in aligning with local cultural contexts, suggesting that the governance model is well-suited to the specific environmental and administrative conditions of Hunan.

Long-term Strategy and Vision: Although the strategic focus is recognized, it is slightly less emphasized compared to other governance aspects, pointing to potential areas for stronger focus and development in future planning.

Significant Differences in Governance Assessment Based on Demographics:

The analysis revealed that demographic factors like sex and age influence perceptions of governance, which suggests the

importance of considering these factors in governance strategies to ensure inclusivity and comprehensive engagement across all demographic segments.

Assessment of Football Outcomes:

Team Performance: Notable improvements in team performance and coaching quality indicate successful outcomes from football programs, reflecting well on the governance and training frameworks in place.

Participation and Engagement: High levels of participation and integration of football into school activities underscore a thriving sports culture that enhances student life and engagement.

Stakeholder Satisfaction: Generally high satisfaction across different groups (fans, local community, alumni) supports the effectiveness of football programs in fostering community spirit and engagement.

Infrastructure and Resources: Positive perceptions of the quality and availability of sports infrastructure and resources indicate successful resource management and investment in sports facilities.

Community and External Support: Strong community and external support reflect well on the public relations and community outreach strategies of the football programs, enhancing the broader impact of sports initiatives.

Significant Differences in Football Outcomes Assessment Based on Demographics:

Minimal impact of demographic differences on the perception of football outcomes suggests a universally positive reception of the football programs across different segments of the school population, reinforcing the programs' effectiveness.

Relationship Between Collaborative Governance and Football Outcomes:

The significant, albeit weak, correlation between governance and football outcomes suggests that while governance practices influence sports success, other factors may also play significant roles. This highlights the complexity of sports management where multiple variables interact to influence outcomes.

The study concluded that collaborative governance in campus football in Hunan is effectively implemented, with strong stakeholder engagement, transparency, and strategic focus contributing positively to football outcomes. Despite the weak correlation between governance practices and football outcomes, the significance of these governance elements in enhancing football programs is evident. The demographic variations in perceptions highlight the need for tailored engagement strategies to accommodate different groups effectively. Overall, the governance framework appears robust, with room for continued refinement to maximize its impact on football outcomes.

9. Recommendations

Enhance Gender Inclusivity. Given the significant male dominance among both student and teacher respondents, initiatives to increase female participation in football and governance should be considered. This might include targeted recruitment, gender-sensitive training programs, and creating inclusive spaces that encourage female engagement.

Diversify Age Representation in Governance. Although the student body participating in the study mainly comprises mid-adolescents, incorporating younger and older students in decision-making could provide broader insights and foster greater inclusivity. For teachers, encouraging younger staff to

take active roles in governance could inject fresh perspectives into the governance processes.

Continuous Training and Development for Teachers. Given the range of teaching experience, continuous professional development in sports education, leadership, and collaborative governance should be provided. This would help newer teachers gain expertise and allow experienced teachers to update their skills, ensuring all are equipped to contribute effectively to governance and coaching.

Strengthen Stakeholder Engagement. While stakeholder engagement is rated highly, continuous efforts to improve this area should focus on regular, structured feedback mechanisms and more inclusive forums that ensure all voices are heard, especially those of less represented groups.

Improve Transparency and Communication. Efforts should be made to enhance the transparency of decisions and clarity in roles, perhaps through regular and open communication channels such as digital platforms where updates and governance decisions are readily accessible to all stakeholders.

Focus on Strategic and Long-Term Planning. Strengthen the focus on strategic planning within governance structures to ensure sustainability and long-term growth of the football program. This might include clearer alignment of football programs with educational objectives and more robust planning for future challenges and opportunities.

Regular Evaluation of Governance Effectiveness. Implement a regular evaluation system for assessing the effectiveness of the governance structure, ensuring it remains responsive and adaptive to changing needs. This could be complemented by strategic revisions based on these evaluations.

Enhance Infrastructure and Resources. Continued investment in maintaining and upgrading football infrastructure and resources is crucial. Ensuring high standards of facilities not only supports performance but also enhances safety and the overall athlete experience.

Community and External Collaboration. Strengthen ties with local businesses, media, and alumni to enhance support for campus football. This could include partnerships for internships, sponsorships, and community events that elevate the program's profile and community integration.

Address Demographic Disparities in Perception. Considering the findings that demographic factors can influence perceptions of governance and outcomes, targeted interventions to address these disparities should be developed, ensuring equitable experiences and perceptions among all groups.

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