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The Challenges and Paths of Home-School-Society Collaborative Governance for High School Students' Physical Health in the Context of the New College Entrance Examination System

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Abstract: Under the new college entrance examination system, there have been numerous fragmented problems in the governance of students' physical health, such as unclear rights and responsibilities of the main entities, disconnection in the content of cultivation, and poor coordination in the field connection. Factors like family cognitive biases, imperfect school cultivation mechanisms, and insufficient community resource supply all jointly restrict the actual effectiveness of physical health cultivation. Relevant governance work needs to clearly define the boundaries of rights and responsibilities for the three types of entities (family, school, and community), establish a fixed information exchange and consultation mechanism, adapt the content of physical health cultivation to the academic rhythms of students in different grades, coordinate various types of public resources such as venues and human resources for the three types of entities to build a supporting system, comprehensively cover the three exercise scenarios of home, campus, and community, and reduce the loss of efficiency during the coordination process.

Keywords: New college entrance examination; Physical health of high school students; Collaborative governance of home, school and society; Physical fitness cultivation

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1. Introduction

The inclusion of physical health in the comprehensive evaluation system and academic proficiency examination of the new college entrance examination marks a shift in the cultivation of high school students' physical fitness from a single campus education task to a systematic governance effort involving multiple entities. In the past, the governance of high school students' physical health was mostly centered around schools, with insufficient participation from families and communities. Problems such as unclear boundaries

of rights and responsibilities among different entities, disjointed cultivation content, and poor information transmission have persisted for a long time, making it difficult to meet the requirements of physical fitness cultivation under the new college entrance examination evaluation system. A systematic review of the core dimensions and efficacy-influencing mechanisms of the home-school-community collaborative governance of high school students' physical health is conducted. The scope of rights and responsibilities of different entities and the cultivation direction are clarified, and optimized practical paths adapted to the academic rhythms of different grades are proposed. This can not only fill the gaps in current research on related governance systems but also provide a reference practical framework for regions to implement the new college entrance examination requirements for physical health assessment and effectively improve the physical health of high school students.

2. Core components of home-school-society collaborative governance for high school students' physical health in the context of the new college entrance examination

2.1. Division of responsibilities and authorities in collaborative governance

The reform direction of the new college entrance examination to incorporate physical health into the comprehensive evaluation system of students has raised higher requirements for the collaborative governance of students' physical health. Clearly defining the boundaries of responsibilities for different entities is the core prerequisite for resolving the fragmentation issues in past governance [1]. The family, as one of the core domains of students' growth, bears the responsibility of guiding students' daily physical behavior and habits. It actively provides the school with relevant information about students' innate physical conditions and their current physical states at different stages, and cooperates with the school to supervise students' completion of home exercise tasks. Considering the reality that the campus is the public scene where students spend the most time each day, the school assumes the core organizational responsibility for cultivating students' physical health during their time at school. It implements the basic tasks of offering full and complete physical education courses and conducting regular physical health monitoring, and actively shares the phased goals of students' physical health improvement with the family and the community. By leveraging the coverage attributes of community public services, the community assumes the responsibility of providing the supply of extracurricular physical health resources. It conducts regular maintenance of sports venues and supporting facilities open to high school students, providing suitable spaces and basic services for students to engage in extracurricular physical exercises [2].

2.2. Goal setting orientation for collaborative governance

The goal setting for the collaborative governance of students' physical health among schools, families, and society should be based on both the actual needs of students' growth and the policy orientation. From the perspective of students' physiological growth patterns, the core content of daily physical fitness improvement is the fundamental basis. Focusing on the steady improvement of core physical fitness indicators such as students' cardiopulmonary function, muscle strength, and body flexibility, the three parties (schools, families, and society) carry out corresponding cultivation and guidance work based on the physical exercise requirements in different scenarios, helping students gradually improve their weak physical fitness and insufficient athletic ability [3]. In line with the assessment requirements of the new college entrance

examination, achieving the physical education test standards is a phased explicit goal. It mainly focuses on the assessment content of the physical education subject in the academic level examination and the relevant scoring standards for physical health in the comprehensive evaluation system. The three parties simultaneously cultivate the direction and assessment requirements to enable students to gradually meet the various indicator requirements of the examination during their daily exercise, avoiding the unreasonable phenomenon of last-minute training before the exam. Based on the long-term needs of students' lifelong development, the cultivation of healthy habits is a latent long-term goal. It focuses on aspects such as the frequency of exercise, exercise methods, and exercise safety for guidance, helping students form long-term stable autonomous exercise habits and laying a solid foundation for their subsequent learning, life, and career development stages' health status.

3. The efficacy impact mechanism of home-school-society collaborative governance for high school students' physical health in the context of the new college entrance examination

3.1. Efficacy impact elements at the family level

The family serves as the fundamental domain for cultivating students' physical fitness, and its own characteristics have a direct impact on the implementation effect of collaborative governance. The orientation of family health concepts will directly affect students' emphasis on physical exercise. Families that prioritize academic performance will actively reduce students' spare-time exercise time and have difficulty cooperating with the home-based exercise guidance carried out by the school [4]. From the perspective of material support, family support for physical activities is an important prerequisite for students to carry out daily home-based exercises. Families with suitable exercise equipment and sufficient activity space can provide a more convenient environment for students to complete their daily exercise tasks and also lower the threshold for students to participate in exercise. From the perspective of behavioral demonstration, the willingness of parents to participate and accompany will have a subtle influence on the formation of students' exercise habits. Parents who are willing to actively participate in physical exercise can set a positive behavioral example for students and promptly guide students to correct their incorrect movements and bad habits during exercise [5].

3.2. Elements of school-level efficiency impact

As the core hub connecting families and communities, the daily operations of schools directly affect the actual efficiency of home-school-community collaborative governance. From the perspective of physical education curriculum design, schools regard the full implementation of various types of physical education courses as a basic nurturing platform. The richness of the course content and its compatibility with home and community exercise scenarios will directly influence the continuity of students' exercise in different fields, and also make the supporting guidance work of families and communities more comparable and standardized. Further observation reveals that the completeness of the physical fitness monitoring mechanism will have a direct impact on the rhythm of collaborative promotion. Schools regularly conduct physical fitness monitoring work and simultaneously provide the monitoring results to families and connect them with the community. This can enable all parties to promptly adjust personalized exercise guidance plans for students, reducing the efficiency loss caused by inconsistent training directions. From the perspective of information

transmission requirements for collaborative governance, the rationality of the frequency of home-school collaboration will also affect the effectiveness of collaborative implementation. Schools' fixed communication work with families related to physical education cultivation can timely grasp the actual status of students' home-based exercise, and also synchronize the information on available sports resources from the community to families in need, breaking through the information transmission barriers between different fields.

3.3. Elements of effectiveness at the community level

As an off-campus public space that connects the school and the family, the matching degree of public services provided by the community will directly affect the actual effectiveness of the collaborative governance between the school, the family, and the community. From the perspective of sports venue supply, the quality of the regular maintenance and operation of sports venues and supporting facilities that are open to high school students by the community directly determines the accessibility of students' independent exercise outside the school and can also provide stable support for the implementation of extracurricular exercise tasks assigned by the school. Further observation reveals that the richness of public sports activities organized by the community for the youth group will directly affect students' willingness to participate in extracurricular exercise and can also provide a public activity carrier for the collaborative cultivation work of different families. In combination with the implementation needs of off-campus physical fitness guidance, the popularity of physical health-related publicity and guidance carried out by the community for residents will directly reverse the incorrect concept of some families prioritizing academic performance over physical fitness cultivation, and can also create an appropriate social cognitive atmosphere for the collaborative promotion of the three parties (school, family, and community), reducing the loss of effectiveness caused by cognitive deviations among different entities.

4. Optimization practice pathways for home-school-society collaborative governance of students' physical health in the context of the new college entrance examination

4.1. Clarify the responsibilities of the parties, and build a collaborative interaction linkage

Clarifying the boundaries of responsibilities for the three types of parties is the core prerequisite for resolving the fragmentation problem of past governance. The family assumes the responsibility of guiding students' daily physical behavior habits, actively providing the school with relevant information about students' innate physical conditions and their current physical status, cooperating with the school to supervise students' completion of home exercise tasks, not arbitrarily reducing students' after-school exercise time, and actively providing suitable home exercise support conditions for students. The school assumes the core organizational responsibility for students' physical development during school hours, implementing the basic tasks of offering full courses of physical education and conducting regular physical fitness monitoring, actively providing the family and the community with the phased goals of students' physical fitness improvement, not arbitrarily squeezing out the teaching time of physical education courses. The community assumes the responsibility of providing resources for physical health outside the school, conducting regular maintenance of sports venues and supporting facilities open to high school students, providing suitable spaces and basic services for students to engage in outdoor sports exercises, not arbitrarily restricting the access rights of

high school students to public sports venues. Based on the information transmission needs of collaborative governance, establish a fixed online information exchange platform, have school staff responsible for the daily operation and maintenance of the platform, update the information in the platform regularly, including students' physical fitness monitoring results at school, core contents of physical education courses, home exercise guidance plans, and relevant information about the community's open sports resources. Families can provide feedback on the actual status of students' home exercise and related demands in the platform, and the community can update the organization arrangements of public sports activities and adjustments of venue maintenance notifications in the platform, breaking down the information transmission barriers among the three parties, reducing the loss of efficiency caused by information asymmetry. From the perspective of promoting long-term collaboration, hold two tripartite collaborative meetings every semester, with the participants consisting of the school's physical education research leaders, parent representatives, and community public service leaders. The meeting focuses on discussing the common problems existing in the current stage of students' physical fitness cultivation, jointly adjusting the physical fitness cultivation guidance plans in different scenarios, and negotiating the direction of subsequent stage's collaborative promotion, not arbitrarily changing the meeting time and core topics, ensuring that the demands of the three parties can all be fully reflected, providing a stable mechanism support for the long-term implementation of collaborative governance.

4.2. Adapt to the college entrance examination scenario and optimize the content of physical fitness training

The new college entrance examination incorporates physical fitness into the comprehensive evaluation and the physical education academic level examination. Based on the academic scheduling rhythm and physical growth pattern of high school students at different grades, the content of physical fitness training is designed in a stratified manner, taking into account both the daily physical fitness improvement and the uniformity of examination requirements. For students who have just entered the high school stage, the academic pressure has not yet reached its peak. The basic physical fitness ability training is designed as the core content, and the training content focuses on general qualities such as endurance, strength, and flexibility. The exercise intensity is controlled within a medium range, and the action norms of basic sports examination projects are also integrated into the training to help students lay a solid foundation for physical fitness in daily exercises and familiarize themselves with the action requirements of related examination projects in advance, avoiding the physical burden caused by concentrated exam preparation later. Considering the actual situation where the academic tasks of the second year of high school gradually increase and the available free exercise time for students is somewhat compressed, the content of physical fitness training and the core examination projects are deeply integrated. The proportion of non-essential general quality training is reduced, and targeted fragmented training plans that match the examination content are set. The exercise intensity is adjusted dynamically according to the individual physical condition of students, and it will not occupy too much of their after-school time. It can also ensure that students' physical fitness remains stable and steadily meets the requirements of various physical education abilities. In response to the actual situation where the academic pressure of the senior year of high school reaches its peak and the preparation time is tight, the content of physical fitness training is adjusted to a low-intensity, highly adapted relaxation training mode combined with the consolidation training of examination projects. Daily training mainly focuses on relieving shoulder and neck fatigue and maintaining basic movement abilities. In the two months before the sports examination,

the duration of corresponding project consolidation training is appropriately increased. The exercise intensity is controlled within the range that does not affect the study of daily cultural courses, avoiding injuries or excessive fatigue caused by exercise that may delay the progress of studies. The school is responsible for uniformly outputting the training content guidelines for different grades, clearly defining the training priorities and intensity requirements at different stages. The family follows the guidance content to supervise students to complete the training tasks in the home stage, flexibly adjusting the training time according to the student's daily study rhythm, and will not arbitrarily interrupt the regular training arrangement of the student. The community relies on public sports venues to provide spatial support for students to conduct corresponding training outside the school, and provides corresponding sports facilities according to the needs of different stages of training content, to provide convenient conditions for students to complete the training tasks outside the school.

4.3. Integrate public resources and improve the collaborative support system

By coordinating and integrating various available resources of the three types of entities, a more solid implementation support can be provided for the cultivation of students' physical health. From the perspective of resource coordination for venues, the relevant entities uniformly sort and register the idle sports equipment at home, the specialized sports venues of the school, and the public sports spaces in the community. Relying on the already established online information exchange platforms, they update the opening hours and usage rules of various venues and equipment. Students and parents can independently make appointments for the corresponding resources based on their own exercise needs, reducing the contradiction of incompatible empty and usage demands among different venues. Further observation reveals that the integration of human resources provides professional guidance support for physical health cultivation in different scenarios. Schools schedule the extracurricular guidance time of in-service physical education teachers uniformly and regularly conduct explanations on movement norms and exercise plan answers in community public venues and online platforms. They also recruit parents and community residents with relevant sports qualifications to join the volunteer guidance team to provide targeted exercise guidance assistance for students with different needs. In line with the actual guarantee requirements for students' sports safety, differentiated complementary services further reduce the threshold for students to participate in sports activities. Schools formulate exclusive exercise adjustment plans for students with congenital physical defects or chronic diseases, families monitor the physical condition during daily exercise, and the community equips basic emergency drugs and first aid equipment in public sports venues to provide basic safety guarantees for students to carry out various sports activities. The relevant entities also regularly collect usage feedback on various resources and make dynamic adjustments to the structure of resource supply, giving priority to ensuring the supply of resources for frequently used sports projects and gradually eliminating idle resources with extremely low utilization rates, thereby improving overall resource utilization efficiency. Based on the support system formed by resource integration, the implementation obstacles of physical health cultivation in different scenarios will be greatly reduced, the accessibility of students to various sports activities will be significantly improved, and it will also provide stable resource support for the long-term promotion of the collaborative governance of home, school, and community.

5. Conclusion

The cultivation of students' physical health throughout their entire growth period is an important task. The reform of the new college entrance examination evaluation system provides an important policy opportunity for the iteration of governance models. The implementation of the collaborative governance model involving families, schools, and society requires three types of entities to form a stable linkage mechanism based on clear boundaries of rights and responsibilities. This mechanism should not only adapt the academic rhythm and physical growth patterns of students at different stages to adjust the cultivation content, while also taking into account multiple goals such as improving physical fitness, meeting examination standards, and developing healthy habits, but also break through information barriers, coordinate various public resources, and reduce the loss of cultivation connections between different fields. This governance model not only helps students adapt to the physical fitness assessment requirements of the new college entrance examination, but also guides students to form long-term and stable autonomous exercise habits, laying a foundation for their lifelong healthy development, and also provides new ideas for the optimization of physical health cultivation work in the basic education stage.

Disclosure statement

The author declares no conflict of interest.

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