



Research on the Normative Governance of College Takeaways in the Context of Internet+

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Abstract. Based on the perspective of student satisfaction, this paper, through the way of questionnaire survey, finds that the major colleges and universities produce different management styles for the standardized governance of takeaways. In order to obtain a high degree of student satisfaction, taking into account the students' concern about takeaways and the stability, prevalence and acceptance of school management measures and other influencing factors, and combining with the questionnaire analysis, based on the degree of student satisfaction, this paper puts forward a series of recommendations for the normative governance of takeaways.

Keywords: Internet+; College takeaway; Normative governance

1 Introduction

This paper uses a questionnaire form, mainly in J city, for the city's college students in the distribution of questionnaires, a total of 742 questionnaires, of which 715 valid questionnaires, the validity rate of 96.37%. The questionnaire for the university for the campus takeaway normative governance and its corresponding student satisfaction to focus on research and statistics, taking into account the factors, analyzing the pros and cons of which, the campus takeaway normative governance to put forward the corresponding recommendations.

2 A Model for Analyzing the Factors Influencing the Normative Governance of University Takeaways

Based on student satisfaction, this study constructs a relationship model between the influencing factors around "Standardized takeaway management"^[1], which is shown in Figure 1.

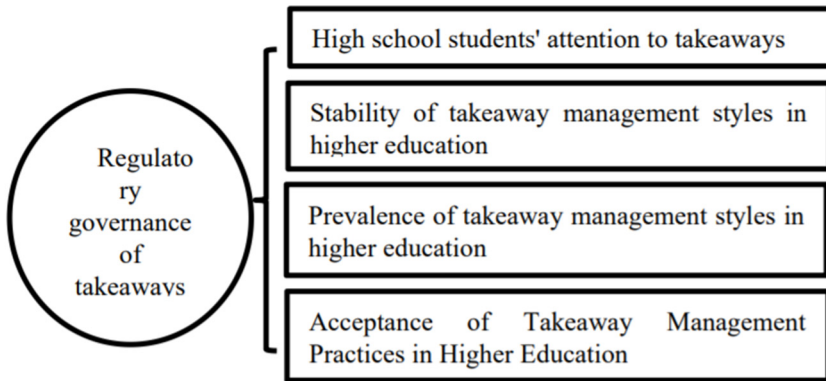


Fig. 1. Factor analysis model of satisfaction with the normative governance of college takeaways

3 Factor Analysis of Satisfaction with Regulatory Governance of College Takeaways

This paper attempts to construct a relevant analysis experiment from the perspective that behaviour, psychology and environment have a greater impact on satisfaction, taking into account the four influencing factors of the degree of attention to takeaway, the stability of the college takeaway method, the prevalence and the degree of acceptance^[2]. For the convenience of research, some variables are fixed-distance processing, and the corresponding sic-assignment^[3] (i.e., the higher the assignment, the deeper the corresponding degree), the variable assignment description of the model is detailed in Table 1.

Table 1. Explanation of variables influencing satisfaction with the way takeaways are governed in higher education institutions

variable name	variable assignment	average value	standard deviation
Attention to takeaways	Number of takeaways ordered per month		
	$\in [0,5] = 1;$	1.78	0.741
	$\in [6,10] = 2;$		
$\in [10,+\infty] = 3$			
Stability	No stage same = 0		
	Two stages same = 1	2.06	0.829
	Same in three stages = 2		
Ranking of number of students adopted			
Prevalence	Practice 3 = 1	2.45	0.569

	Practice I = 2		
	Practice II = 3		
	Ranking of satisfaction with being adopted		
Acceptability	Practice I = 1	2.03	0.571
	Practice II = 2		
	Practice III = 3		

3.1 There is a Negative Correlation Between Students' Attention to Takeaway and Satisfaction in Colleges and Universities

The results after sorting and labeling for the number of students ordering takeaways per month in terms of segmented classification were correlated and analyzed with the corresponding satisfaction, which showed a negative correlation with a correlation coefficient of -0.651 ($P < 0.05$), i.e., this is the relationship between the two. Of the 715 students effectively surveyed, 376 students were those who maintained a satisfactory attitude towards the school's management of takeaway measures at all stages of the epidemic, accounting for 52.89%. In the respective institutions of these 376 students, 84.84% of the students said that campus takeaways had little impact on their campus life. 81.86% of these students ordered takeaways less than five times a month, so they were not very concerned about takeaways, and the other students who ordered takeaways more frequently, especially those who ordered more than 10 times a month in online takeaways, were more concerned about campus takeaways, while the fact that takeaways cannot be delivered directly into the campus and that they cannot enjoy the convenience of taking takeaways at their fingertips is always the main reason for dissatisfaction with the standardized governance of takeaways on campus in our university.

3.2 Low Correlation Between Stability and Satisfaction with the Normative Governance Approach to College Takeaways

This paper further analyses whether the degree of adaptation of college students to campus takeaways is related to satisfaction. The 0-1 serial number marking method^[4] is used to assign values to the management methods with the same serial number in each time period to derive the stability of the management methods of each school, which is then sorted from small to large and segmented, and then correlated with its satisfaction mean value for correlation analysis, which has a correlation coefficient value of only 0.157 ($P < 0.05$), which belongs to the correlation of poor correlation. In other words, the school's management of takeaways remains unchanged and does not significantly increase students' habitual adaptation, and thus does not significantly increase their satisfaction. There were 37.9% of students who said that students always maintain the management style of takeaways, while their average satisfaction was 66.57%, which is roughly the same as the overall satisfaction, which shows that the correlation between the two is not very high.^[5]

3.3 Satisfaction with the Standardized Approach to the Management of College Takeaways is Strongly Correlated with Prevalence and Acceptance

Considering cross-references and comparisons with neighbouring institutions when implementing campus management styles is essential to improve satisfaction with our student takeaway management policy.^[6] The data showed a significant correlation between the prevalence of management approaches and satisfaction, with correlation coefficients of 0.681 and 0.732 ($p < 0.01$), respectively. Universities that choose management practices with high prevalence or acceptance will be more likely to achieve high student satisfaction.

These data were obtained from the Pearson correlation analysis of the factors of campus takeout management and student satisfaction using SPSS 22.0 software^[7], and the specific results are shown in Table 2.

Table 2. Correlation analysis between the various factors influencing the standardized management approach to takeaways in higher education and student satisfaction (n=715)

Variables	1	2	3	4	5
Student satisfaction	1				
Attention to take-out	-0.651*	1			
Stability	0.157*	-0.179	1		
Commonness	0.681**	0.067**	0.174*	1	
Acceptance	0.832**	0.075*	0.211**	0.239**	1

4 The Way to Regulate the Governance of College Takeaways in the Context of Internet + Background

4.1 Go Deeper into Students, Insight Ideas

First, strengthen communication with students. Strengthening communication with students is the key to regulating takeaway services in colleges and universities, and to gain a deeper understanding of students' needs through symposiums, questionnaires and online platforms. Colleges and universities use social media and other online platforms to pay attention to students' feedback and discussions in real time, so as to timely identify and solve problems in takeaway services.^[8] Develop targeted strategies.

Secondly, guide students to participate in the supervision of takeaway services. The establishment of student supervisors, regular inspection and evaluation of takeaway services, timely detection of problems and supervision of rectification.

Third, optimize takeaway services based on student feedback to enhance satisfaction. We continue to optimize our takeaway services based on student feedback, improve the platform design, optimize the delivery process, and strengthen food safety supervision^[9], in order to enhance student satisfaction and experience.

4.2 Peer Research to Understand Practices

Firstly, we learn from advanced experience and optimize the governance strategy. By investigating the standardized governance of takeaways in other colleges and universities or regions^[10], we can find many advanced experiences worth learning from. For example, some colleges and universities ensure the qualification and food safety of takeaway merchants by establishing a strict takeaway access mechanism, while some regions regulate the operation behaviour of takeaway platforms by strengthening their supervision. Drawing on these experiences, we can optimize our governance strategies in the light of the actual situation of our university and improve the overall level of takeaway services.

Second, we should compare different practices and find the most suitable governance model for our university. Different universities or regions may have different practices and focuses in the regulation and governance of takeaways.^[11] By comparing these different practices, we can have a more comprehensive understanding of the advantages and disadvantages of various governance models, so as to find the most suitable governance model for our university. For example, some universities focus on the hygiene conditions and service quality of takeaway merchants, while others focus more on students' dining experience and satisfaction. Through comparative analyses, we can combine the characteristics and needs of our university to develop more targeted governance measures.

Thirdly, we will strengthen communication and co-operation to jointly promote the healthy development of the takeaway market. Peer research is not only a learning process,^[12] but also a process of exchange and cooperation. Through exchanges with other universities or regions, we can share each other's experiences and practices, and jointly explore the problems and challenges in the normative governance of takeaways. This kind of exchange and co-operation will help us broaden our thinking, brainstorm and jointly promote the healthy development of the takeaway market in colleges and universities. In addition, colleges and universities can establish a co-operation mechanism to jointly carry out the supervision and evaluation of takeaway service quality, so as to form a synergy and improve the service level of the whole industry.

4.3 Student-centred, Caring for Body and Mind

Firstly, strengthen food safety supervision to protect students' dietary health. Food safety is the most critical part of takeaway service. Colleges and universities should establish a strict food safety monitoring mechanism to ensure the quality and safety of takeaway food. This includes strict examination of the qualifications of takeaway merchants to ensure that they have legitimate business qualifications; regular sampling of food raw materials to ensure that the raw materials are fresh and free of pollution; and supervision of food processing to ensure that processing meets hygiene standards. By strengthening food safety supervision, students can be provided with a healthy and safe eating environment.

Secondly, optimize the takeaway service process and pay attention to students' dining experience. Whether the process of takeaway service is convenient and efficient

directly affects the students' dining experience.^[13] Colleges and universities should optimize the takeaway service process to reduce the waiting time of students in ordering and picking up food. Pay attention to the accuracy and timeliness of takeaway delivery to ensure that students can enjoy the food in the shortest possible time. In addition, intelligent technologies, such as online payment and intelligent recommendation, can be introduced to enhance the intelligent level of takeaway service and provide students with a more convenient and efficient dining experience.

Finally, strengthen health education and guide students to form healthy eating habits. Colleges and universities should also strengthen health education and guide students to form healthy eating habits. By carrying out lectures on diet and health knowledge, holding healthy diet theme activities, etc., to popularize the knowledge of healthy diet to students, and improve their awareness of diet and health. Colleges and universities need to guide students to set up correct consumption concepts, look at takeaway services rationally, and avoid over-reliance on takeaways that may lead to malnutrition or health problems.

5 Conclusion

In conclusion, in the context of the "Internet Plus" era, regulating takeaway services in colleges and universities is a complex and crucial task. By strengthening the cooperation mechanism, improving the service quality, strengthening the supervision and carrying out publicity and education and other multi-dimensional initiatives, the professionalism of college takeaway services and student satisfaction can be significantly improved, thus contributing to the construction of a harmonious and stable campus environment.

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