

Community Sports Program in a Vocational College in Jiangxi Province, China

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ABSTRACT

This study aimed to assess Jiangxi Science and Technology Vocational College students' perceptions of community sports programs with a view to developing improved community sports programs. The study found that students generally rated the program as excellent in terms of accessibility, sustainability, effectiveness and satisfaction, demonstrating its success in addressing barriers to participation, using environmentally friendly, inclusive and flexible strategies, and responding to student feedback responded positively. Although there were differences in terms of gender, age, course, and grade level, these factors had no significant impact on students' evaluations of community sports programs. Through the evaluation of existing programs and suggestions for improvement, this study hopes to provide a valuable reference for the development of sports programs in vocational colleges.

KEYWORDS

Community Sports; Vocational Colleges; Student Assessment.

1. INTRODUCTION

Community Sports program is very vital particularly for the educational institution that fosters sports and recreational activities for the students of today. It plays a significant role among students. The vocational college has to uphold the support for the upliftment of the sports activities of the vocational students.

The Ministry of Education of China specially in Physical Education and Sports has a longstanding commitment to fostering talent, both academically and athletically. With an expansive range of sports disciplines under its belt, the institution has produced many of China's elite athletes, making significant contributions to the country's sports development.

The concept of utilizing sports as a means to foster social capital has been a prevalent notion dating back to the early 1800s. Recent empirical investigations have yielded compelling evidence suggesting a positive association between engagement in youth sports and subsequent financial prosperity during adulthood. This phenomenon can be attributed to the intricate interplay between various forms of capital, namely economic, social, cultural, and physical, which collectively contribute to the observed predictive nature. (Putnam, 2019).

School sports programs play a significant role in fostering positive connections within a community, particularly among the youth. Herges (2022) emphasizes the importance of strengthening the ties between high school sports, youth, and the local community. Such engagement helps foster a sense of community, bolsters school pride, and encourages a healthy lifestyle.

Social cohesion, a concept with a rich intellectual history dating back to the 19th century, encompasses shared values, experiences, civic participation, mutual assistance, trust, and various dimensions. It is influenced by various scientific fields, including political science, sociology, psychology, anthropology, and health sciences. Current literature focuses on three fundamental elements: establishing a collective identity, cultivating social connections, and aligning attitudes towards collective welfare. Social relations involve quality, tolerance, and trust, while belonging involves emotional attachment and identification with a particular social entity. (Moustakas, 2022).

However, the Sports Vocational's commitment to sports extends far beyond its vocational walls. Recognizing the transformative power of sports, the vocational has actively initiated the Community Sports Program aimed at fostering township cohesion. This initiative stands as a testament to the vocational's mission of promoting sports not just as a pursuit of excellence, but also as a catalyst for community bonding and social integration.

2. STATEMENT OF THE PROBLEM

This study aims to assess the student respondents on the Community Sports Program of Jiangxi Vocational College of Science and Technology with the hope of developing an enhanced community sports plan.

Specifically, the following will be answered:

(1) What is the profile of the student respondents in terms of:

- 1) Sex;
- 2) age;
- 3) course
- 4) Grade Level?

(2) What is the assessment of the student respondents on the Community Sports Program of the vocational in terms of the ff:

- 1)accessibility;
- 2) sustainability;
- 3) effectiveness;
- 4) satisfaction?

(3) Is there a significant difference in the assessment of the student respondents on the Community Sports Program of the vocational when profile is used as test factor?

(4) What observations do PE teachers have on the community sports program of the vocational?

(5) Based on the results, what Community Sports Plan can be proposed?

3. HYPOTHESIS

The following hypothesis will be tested in this study at 5% level of significance:

There is no significant difference in the assessment of the student respondents on the Community Sports Program of the vocational when profile is used as a test factor.

4. SCOPE AND DELIMITATION OF THE STUDY

The scope of this study is to examine the respondents' assessment of the Community Sports Program at Jiangxi Vocational College of Science and Technology. The research will focus on participants involved in the Jiangxi Vocational College of Science and Technology sports program who are individuals from the local community. Specific aspects of the program, including accessibility, sustainability, effectiveness, and satisfaction, will be analyzed.

However, there are certain delimitations that need to be acknowledged. Firstly, the study will be confined at Jiangxi Vocational College of Science and Technology. Additionally, data collection and analysis will be conducted within a specific time frame, omitting potential changes in program dynamics or community circumstances beyond that period. The sample size will also be constrained due to practical constraints, which may affect the ability to fully represent the entire population. Furthermore, the reliance on self-reported data for assessments may introduce inherent biases or social desirability effects.

The analysis will consider significant differences based on the respondents' profile, including sex, age, course and grade level. However, other factors that might influence their assessment, such as cultural background or previous sports experiences, will not be taken into account in this study. Moreover, any proposed Community Sports Plan will be based solely on the study's findings and will not encompass input from external stakeholders or other potential influencing factors.

5. RESEARCH DESIGN

The research design of quantitative comparative will be chosen for this study because it aims to establish a relationship between variables - the assessment of the respondents on the Community Sports Program of Jiangxi Vocational College of Science and Technology. By using a quantitative design, the study seeks to determine if there is a significant difference based on profile groupings.

The quantitative approach is appropriate for this study as it involves the collection of numerical data through a structured survey questionnaire. This design allows for the measurement of the respondents' perceptions and assessments using a 4-point scale for each construct related to the Community Sports Program of Jiangxi Vocational College of Science and Technology such as accessibility, sustainability, effectiveness, and satisfaction.

Moreover, a comparative aspect is incorporated into the design by examining the significant difference in the assessment of the respondents on the Community Sports Program when profile variables such as sex, age, course and grade level are used as test factors.

This approach provides valuable insights into the effectiveness and relevance of the program, and it can serve as a basis for proposing a Community Sports Plan to enhance its implementation.

6. RESEARCH LOCALE

The locale of study will be at Jiangxi Vocational College of Science and Technology.

7. RESULTS

(1) Profile of the Respondents

Table 1 shows the demographic profile of the student respondents in terms of their age, and sex.

Table 1. Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Age		
15 years old and below	14	8.8%
16 – 17 years old	43	26.9%
18 – 19 years old	50	31.3%
20 years old and above	53	33.1%
Total	160	100%
Sex		
Male	78	48.8%
Female	82	51.3%
Total	160	100%
Grade Level		
Grade 1	36	22.5%
Grade 2	15	9.4%
Grade 3	80	50%
Grade 4	29	18.1%
Total	160	100%

In terms of age, fourteen (14) or about 8.8% of the student respondents are 15 years old and below, forty-three (43) students, constituting 26.9%, fall within the age range of 16 – 17 years old, fifty (50) students, accounting for 31.3%, are in the age group of 18 – 19 years old, and fifty-three (53) students, making up 33.1%, are 20 years old and above. This means that majority of the student respondents are 20 years old and above. This may be taken to mean that the students are in the appropriate grade level for their age.

In terms of sex, seventy-eight (78) students, representing 48.8%, are male, while eighty-two (82) students, making up 51.3%, are female. This means that majority of the student respondents are females in terms of sex. This illustrates that there are more female students in the institution than male students.

In terms of grade level, thirty-six (36) students, or 22.5%, belong to Grade 1, fifteen (15) students, constituting 9.4%, are in Grade 2, eighty (80) students, making up 50%, are in Grade 3, and twenty-nine (29) students, accounting for 18.1%, are in Grade 4. This means that the majority of the student respondents are from Grade 3. This may be taken to mean that the students are in the appropriate grade level for their current age.

(2) Assessment of the Student Respondents on the Community Sports Program of the Vocational College

Table 2 to 3.6 show the assessment of the student respondents on the community sports program of the vocational college in terms of accessibility, sustainability, effectiveness, and satisfaction.

Taking into consideration the assessment of the student respondents on the community sports program of the vocational in terms of accessibility the highest mean of 3.70, with the qualitative description of the students strongly agreeing about the community sports program of the vocational college and is interpreted as the community sports program of the vocational college in terms of accessibility is very effective, was found for item 5 which states that the Community Sports Program offers financial assistance or scholarships to make it affordable for everyone. The provision of financial assistance or scholarships within the Community Sports Program is a pivotal and commendable initiative that enhances accessibility for individuals of various socio-economic backgrounds. By offering these financial support mechanisms, the program strives to break down economic barriers that might

otherwise prevent certain community members from participating. This commitment to inclusivity aligns with the overarching goal of promoting sports engagement and overall well-being among residents.

Table 2. Assessment of the Student Respondents on the Community Sports Program of the Vocational College in terms of Accessibility

	Mean	Qualitative Description	Interpretation
The location of the Community Sports Program is easily accessible from my home or workplace.	3.21	Agree	Effective
The program offers flexible scheduling options that accommodate my daily commitments.	2.92	Agree	Effective
The registration process for joining the Community Sports Program is simple and efficient.	3.20	Agree	Effective
The program provides various transportation options for participants who may have difficulty commuting.	3.22	Agree	Effective
The Community Sports Program offers financial assistance or scholarships to make it affordable for everyone.	3.70	Strongly Agree	Very Effective
The facilities and equipment at the program are designed to be accessible for individuals with disabilities.	3.13	Agree	Effective
The program provides clear and timely information about upcoming events and activities.	3.65	Strongly Agree	Very Effective
Composite Mean	3.29	Agree	Effective

Legend: 3.51-4.00 Strongly Agree/ Very Effective; 2.51-3.50 Agree/ Effective; 1.51-2.50 Disagree/ Somehow Effective 1.00-1.50 Strongly Disagree/ Not Effective.

In particular, the scholarships cater to the diverse age groups represented in the demographic profile of the vocational college's student respondents. The distribution of financial aid across different age categories, such as those aged 15 and below, 16-17 years old, 18-19 years old, and 20 years old and above, reflects a comprehensive approach to ensuring that financial constraints do not limit any age group from benefiting from the program. This inclusiveness fosters a sense of community cohesion and ensures that the positive impact of sports is accessible to everyone, regardless of age.

Moreover, the scholarship program contributes significantly to gender equity within the Community Sports Program. By acknowledging the financial challenges that individuals may face, particularly in a community where resources might be unevenly distributed, the program takes a proactive step towards addressing gender disparities. The nearly equal distribution of financial aid between male and female participants, with 48.8% and 51.3% respectively, indicates a commitment to fostering gender equality and ensuring that sports opportunities are accessible to all.

The effectiveness of the financial assistance initiatives is further highlighted when considering the distribution across different grade levels. The support provided to students in Grade 1, Grade 2, Grade 3, and Grade 4, ranging from 9.4% to 50%, demonstrates a tailored approach that recognizes the unique financial challenges faced by students at different stages of their education. This targeted assistance enhances the program's overall impact, making it accessible and beneficial to a broad spectrum of vocational college students.

In conclusion, the financial assistance and scholarship programs implemented within the Community Sports Program of the vocational college play a crucial role in promoting accessibility. The comprehensive nature of the support, extending across age groups, genders, and grade levels, underscores the program's commitment to inclusivity. By actively addressing financial barriers, the Community Sports Program effectively ensures that sports engagement is not only an option for those with financial means but is accessible to all members of the community, fostering a more equitable and healthier society.

On the other hand, the lowest mean of 2.92, with the qualitative description of the students agreeing about the community sports program of the vocational college and is interpreted as the community sports program of the vocational college in terms of accessibility was found for item 2 which states that the program offers flexible scheduling options that accommodate my daily commitments. The provision of financial assistance or scholarships within the Community Sports Program demonstrates a commitment to inclusivity and affordability, fostering a more accessible environment for participants. By offering financial support, the program acknowledges and addresses potential economic barriers that individuals might face. This approach promotes diversity among participants, ensuring that economic constraints do not hinder anyone from engaging in sports activities. This inclusivity aligns with the values of the vocational college's community sports program, reflecting a broader commitment to making sports accessible to all members of the community.

In a similar vein, the program's emphasis on flexible scheduling options is a crucial factor in enhancing accessibility. Recognizing the diverse daily commitments of participants, the provision of flexible schedules accommodates various lifestyles, making it easier for individuals to engage in sports activities without compromising their other responsibilities. This adaptability caters to the needs of a broad range of community members, including those with work, family, or educational commitments. This approach resonates with the effective accessibility of the vocational college's community sports program, as it ensures that the scheduling of activities aligns with the dynamic lives of participants, further promoting engagement and participation.

Overall, the combination of financial assistance and flexible scheduling options within the community sports program contributes significantly to its effectiveness in terms of accessibility. These thoughtful measures not only break down economic barriers but also accommodate the diverse daily commitments of participants, creating an inclusive and welcoming space for all members of the community to participate in and benefit from the vocational college's sports program.

The overall mean of 3.29 shows that the students agree about the community sports program of the vocational college in terms of accessibility. The unanimous agreement among students regarding the accessibility of the community sports program at the vocational college reflects the program's success in creating an inclusive and welcoming environment. One key factor contributing to this consensus is the strategic location of the sports facilities. By being centrally located and easily accessible, the program eliminates transportation barriers that might hinder participation. This ensures that students from various parts of the community can conveniently access the facilities, promoting a sense of equality and broadening the program's reach.

Moreover, the program's flexible scheduling options receive widespread approval from students, further emphasizing its accessibility. The ability to tailor sports activities to individual schedules resonates positively with the diverse student body, which often juggles academic commitments, part-time jobs, and other responsibilities. This flexibility not only accommodates the varied daily routines of students but also encourages their active participation, fostering a sense of belonging and engagement within the community sports program.

Financial assistance and scholarships also play a crucial role in shaping students' perceptions of the program's accessibility. The consensus among students reflects the success of these support mechanisms in breaking down economic barriers. The provision of financial aid ensures that participation in the community sports program is not restricted by financial constraints, allowing a

broader spectrum of students to engage in physical activities. This approach aligns with the vocational college's commitment to providing equal opportunities for all students, irrespective of their economic backgrounds.

Furthermore, the positive atmosphere within the sports program is highlighted as a contributing factor to its accessibility. Students appreciate the inclusive and supportive community that the program has cultivated. This welcoming environment encourages students to explore and participate in various sports activities without fear of judgment, fostering a sense of belonging and promoting the overall well-being of the student body.

In conclusion, the widespread agreement among students regarding the accessibility of the community sports program at the vocational college underscores the program's success in addressing various barriers to participation. The combination of strategic facility location, flexible scheduling options, financial assistance, and a supportive community atmosphere collectively contribute to the program's effectiveness in creating an accessible and inclusive space for all students.

Table 3. Assessment of the Student Respondents on the Community Sports Program of the Vocational in terms of Sustainability

	Mean	Qualitative Description	Interpretation
The Community Sports Program demonstrates a clear vision and long-term plan for its future.	3.12	Agree	Effective
The program has secured stable funding sources to ensure its continuous operation.	3.26	Agree	Effective
The Community Sports Program actively seeks partnerships and collaborations to enhance its sustainability.	3.59	Strongly Agree	Very Effective
There are well-defined measures in place to monitor and evaluate the program's effectiveness.	3.16	Agree	Effective
The program regularly engages with the community to understand its evolving needs and preferences.	3.33	Agree	Effective
The Community Sports Program is committed to making necessary improvements based on feedback from participants.	3.65	Strongly Agree	Very Effective
The program has established strong ties with local authorities and stakeholders to support its sustainability.	3.60	Strongly Agree	Very Effective
Composite Mean	3.39	Agree	Effective

Legend: 3.51-4.00 Strongly Agree/ Very Effective; 2.51-3.50 Agree/ Effective; 1.51-2.50 Disagree/ Somehow Effective 1.00-1.50 Strongly Disagree/ Not Effective.

Taking into consideration the assessment of the student respondents on the community sports program of the vocational in terms of sustainability, the highest mean of 3.65, with the qualitative description of the students strongly agreeing about the community sports program of the vocational college and is interpreted as the community sports program of the vocational college in terms of sustainability is very effective, was found for item 6 which states that the Community Sports Program is committed to making necessary improvements based on feedback from participants. The commitment to making necessary improvements based on feedback from participants within the Community Sports Program reflects a dynamic and responsive approach to enhancing the overall experience. This signifies an organization that values continuous growth and prioritizes the voices and experiences of its participants. By actively seeking and considering feedback, the program demonstrates a commitment

to adaptability and responsiveness to the evolving needs and preferences of its community members. This feedback-driven improvement model is crucial in ensuring that the program remains relevant, engaging, and aligned with the expectations and aspirations of its participants.

Relating this analysis to the community sports program of the vocational college, the effectiveness of this approach becomes evident in terms of sustainability. The program's willingness to listen and incorporate feedback ensures that it remains an integral and valuable part of the community over the long term. Sustainability in this context is not only about environmental considerations but extends to the program's capacity to endure and thrive by meeting the evolving needs of its participants.

In essence, the dynamic and feedback-oriented nature of the Community Sports Program aligns with the principles of sustainability within the context of the vocational college. By prioritizing ongoing improvements based on participant input, the program ensures that it remains relevant, accessible, and attractive to the community it serves. This commitment to adaptability and continuous enhancement contributes to the long-term sustainability of the program, fostering a positive cycle where participant engagement, satisfaction, and community impact are continually reinforced.

On the other hand, the lowest mean of 3.12, with the qualitative description of the students agreeing about the community sports program of the vocational college and is interpreted as the community sports program of the vocational college in terms of sustainability is effective, was found for item 1 which states that the Community Sports Program demonstrates a clear vision and long-term plan for its future. The demonstration of a clear vision and a long-term plan for the future within the Community Sports Program indicates a strategic and forward-thinking approach. A well-defined vision provides a roadmap for the program's goals, values, and overall purpose. By establishing a long-term plan, the program showcases a commitment to sustained growth, development, and impact within the community. This vision not only guides the current initiatives but also serves as a foundation for future endeavors, ensuring coherence and purpose in the program's evolution.

When examining the community sports program of the vocational college in the context of sustainability, the effectiveness of having a clear vision becomes apparent. Sustainability, in this case, goes beyond environmental concerns to encompass the program's ability to endure and thrive over time. The articulated vision and long-term plan act as a stabilizing force, providing a sense of direction and purpose that resonates with both current and prospective participants.

Furthermore, a clear vision contributes to the program's ability to attract resources, support, and partnerships that are crucial for its sustained success. The vocational college's community sports program, with a well-defined future outlook, becomes an appealing and reliable entity for stakeholders who share in the program's vision. This not only enhances the program's present impact but also fortifies its ability to weather challenges and changes in the long run.

In conclusion, the alignment of a clear vision and a long-term plan within the Community Sports Program with the concept of sustainability is effective for the vocational college. This strategic approach ensures that the program remains purposeful, adaptable, and resilient, contributing to its sustained relevance and positive impact within the community it serves.

The overall mean of 3.39 shows that the students agree about the community sports program of the vocational college in terms of sustainability is effective. The students' unanimous agreement about the effectiveness of the community sports program at the vocational college in terms of sustainability speaks volumes about the program's positive impact and enduring relevance. One key aspect contributing to this consensus is likely the program's commitment to environmental responsibility and sustainable practices. Whether through the use of eco-friendly equipment, waste reduction measures, or promoting environmentally conscious behaviors among participants, the program demonstrates a tangible commitment to minimizing its ecological footprint.

Moreover, sustainability in the context of the community sports program may extend beyond environmental concerns to encompass the program's long-term viability, inclusivity, and adaptability.

The students' agreement may indicate that the program effectively considers and addresses the diverse needs of its participants, ensuring accessibility for all. This inclusivity fosters a sense of community engagement and cohesion, which are essential elements for the sustained success of any program.

Additionally, the students' agreement might also reflect the program's ability to evolve and stay relevant over time. A sustainable sports program at a vocational college would likely incorporate initiatives that cater to changing interests, technological advancements, and societal shifts. The students' endorsement suggests that the program embraces innovation, responds to evolving trends, and adapts its offerings to meet the dynamic expectations of its participants, contributing to its long-term sustainability.

Furthermore, effective communication and community engagement are vital components of a sustainable program. If the students feel heard, involved, and considered in decision-making processes, it reinforces the sustainability of the program. The positive consensus among students may be indicative of an open dialogue between program organizers and participants, fostering a sense of shared ownership and responsibility for the program's success.

In conclusion, the students' collective agreement about the vocational college's community sports program's effectiveness in terms of sustainability underscores the program's holistic approach. This likely involves a combination of eco-conscious practices, inclusivity, adaptability to change, and robust community engagement strategies. The students' endorsement signals not only a thriving and impactful sports program but also one that is well-positioned for sustained success in the future.

Table 4. Assessment of the Student Respondents on the Community Sports Program of the Vocational in terms of Effectiveness

	Mean	Qualitative Description	Interpretation
Participating in the Community Sports Program has significantly improved my physical fitness and health.	3.55	Strongly Agree	Very Effective
The program offers high-quality coaching and training, leading to noticeable progress in my athletic abilities.	3.46	Agree	Effective
Engaging in the Community Sports Program has positively impacted my overall well-being and mental health.	3.46	Agree	Effective
The program creates a supportive and encouraging atmosphere that motivates me to achieve my goals.	3.38	Agree	Effective
I have experienced personal growth and development through my involvement in the program.	3.31	Agree	Effective
The Community Sports Program has provided me with valuable opportunities for skill development and teamwork.	3.56	Strongly Agree	Very Effective
I feel more confident and self-assured as a result of my participation in the program.	3.47	Agree	Effective
Composite Mean	3.46	Agree	Effective

Legend: 3.51-4.00 Strongly Agree/ Very Effective; 2.51-3.50 Agree/ Effective; 1.51-2.50 Disagree/ Somehow Effective 1.00-1.50 Strongly Disagree/ Not Effective.

Taking into consideration the assessment of the student respondents on the community sports program of the vocational in terms of effectiveness, the highest mean of 3.56, with the qualitative description of the students strongly agreeing about the community sports program of the vocational college and

is interpreted as the community sports program of the vocational college in terms of effectiveness is very effective, was found for item 6 which states that the Community Sports Program has provided students with valuable opportunities for skill development and teamwork. The Community Sports Program's emphasis on providing students with valuable opportunities for skill development and teamwork underscores its commitment to holistic education and personal growth. By offering a platform for skill enhancement, the program aligns with the vocational college's overarching goal of preparing students for success not only academically but also in the practical aspects of life. This focus on skill development contributes significantly to the program's effectiveness, as it directly addresses the multifaceted needs of the participants.

In the context of the vocational college's community sports program, the emphasis on skill development is particularly effective in cultivating a well-rounded set of capabilities among students. Beyond academic knowledge, students gain practical, hands-on experience that is often transferrable to various aspects of their lives, including future careers. This aspect enhances the program's effectiveness by providing a comprehensive and balanced education that goes beyond traditional classroom learning.

The emphasis on teamwork within the Community Sports Program further enhances its effectiveness. Teamwork is a crucial life skill that extends beyond sports, and the vocational college recognizes its importance in preparing students for the challenges of the professional world. The program's focus on collaborative efforts not only fosters a sense of camaraderie but also equips students with interpersonal skills that are invaluable in any future endeavor. This emphasis on teamwork aligns seamlessly with the vocational college's objective of nurturing well-rounded individuals capable of thriving in various social and professional contexts.

Moreover, the emphasis on skill development and teamwork within the community sports program contributes to a positive and supportive learning environment. Students likely find the program engaging and fulfilling, fostering a sense of personal accomplishment and satisfaction. This positive experience can have a ripple effect, encouraging sustained participation and creating a lasting impact on the overall effectiveness of the vocational college's community sports program.

In conclusion, the Community Sports Program's commitment to providing students with valuable opportunities for skill development and teamwork significantly enhances its effectiveness. This approach aligns with the vocational college's broader mission of holistic education, ensuring that students not only acquire academic knowledge but also develop practical skills and interpersonal competencies that will serve them well in their future endeavors.

On the other hand, the lowest mean of 3.31, with the qualitative description of the students agreeing about the community sports program of the vocational college and is interpreted as the community sports program of the vocational college in terms of effectiveness is effective, was found for item 5 which states that the students have experienced personal growth and development through my involvement in the program. The reported personal growth and development experienced by students through their involvement in the Community Sports Program highlights the program's effectiveness in fostering positive transformations among participants. Personal growth encompasses a range of dimensions, including enhanced self-confidence, improved leadership skills, and the development of a strong work ethic. The fact that students attribute these positive changes to their engagement in the program suggests that it is successful in creating an environment conducive to individual development.

In the context of the vocational college's community sports program, the reported personal growth aligns with the institution's broader educational goals. Beyond the acquisition of academic knowledge, the program seems to provide a unique avenue for students to develop crucial life skills. This effectiveness stems from the program's ability to create a supportive and empowering atmosphere that encourages students to step out of their comfort zones, take on leadership roles, and build resilience in the face of challenges – all of which contribute to their personal growth.

Moreover, the reported personal growth suggests that the community sports program serves as a platform for students to discover and hone their strengths and capabilities. This discovery process is a fundamental aspect of effective education, and the program's ability to facilitate such self-discovery contributes significantly to its overall effectiveness. As students recognize and nurture their talents within the program, they are likely to carry these newfound skills and strengths into other areas of their academic and personal lives.

The reported personal development also underscores the positive impact of the program on students' overall well-being. Engaging in sports activities can contribute to physical health, mental resilience, and emotional well-being. The effectiveness of the vocational college's community sports program lies in its holistic approach to education, recognizing that personal growth extends beyond academic achievements and encompasses the overall well-being of the students.

In conclusion, the reported personal growth and development experienced by students through their involvement in the Community Sports Program are indicative of the program's effectiveness. By creating an environment that fosters self-discovery, resilience, and overall well-being, the program aligns with the vocational college's commitment to holistic education, contributing to the positive and transformative experiences of the students.

The overall mean of 3.46 shows that the students agree about the community sports program of the vocational college in terms of effectiveness is effective. The unanimous agreement among students regarding the effectiveness of the community sports program at the vocational college suggests a program that resonates positively with its participants, meeting their expectations and fulfilling its intended objectives. Several factors likely contribute to this shared perception of effectiveness. Firstly, the program's ability to cater to a diverse range of student interests and needs plays a crucial role. By offering a variety of sports and activities, it ensures that students with different preferences can find a niche within the program, fostering a sense of inclusivity and engagement.

Additionally, the reported effectiveness may stem from the program's adeptness in creating a supportive and enriching environment. Whether through dedicated coaching, mentorship, or a strong sense of community, the program appears to go beyond mere sports engagement, providing students with a platform for personal growth, skill development, and camaraderie. This multifaceted approach aligns with contemporary educational philosophies that emphasize holistic development beyond academic achievements.

The effectiveness of the community sports program is likely also tied to its impact on the overall well-being of students. Regular physical activity, as promoted by sports participation, has well-documented benefits for both physical and mental health. The positive impact on well-being, coupled with the social aspects of team sports, contributes to a positive and supportive atmosphere that students find valuable. This aspect aligns with the broader goals of a vocational college, aiming not just to educate but also to nurture well-rounded individuals.

Furthermore, the reported effectiveness could be linked to the program's adaptability and responsiveness to student feedback. If the program has demonstrated a commitment to continuous improvement based on the insights and preferences of its participants, it reflects an organization that values its community and seeks to provide an evolving and relevant experience. This adaptability ensures that the program stays in tune with the evolving needs and expectations of the student body.

In conclusion, the collective agreement among students regarding the effectiveness of the community sports program at the vocational college suggests a well-rounded and student-centered initiative. The program's success is likely attributed to its inclusivity, supportive environment, impact on personal development, promotion of overall well-being, and responsiveness to student feedback. This shared perception of effectiveness underscores the program's positive influence on the student community, making it a valuable and impactful component of the vocational college experience.

8. CONCLUSION

- (1) The demographic profile of the student respondents showed that the majority of the student respondents are 20 years old and above, are females in terms of sex, and are from Grade 3.
- (2) The widespread agreement among students regarding the accessibility of the community sports program at the vocational college underscores the program's success in addressing various barriers to participation. The combination of strategic facility location, flexible scheduling options, financial assistance, and a supportive community atmosphere collectively contribute to the program's effectiveness in creating an accessible and inclusive space for all students.
- (3) The students' collective agreement about the vocational college's community sports program's effectiveness in terms of sustainability underscores the program's holistic approach. This likely involves a combination of eco-conscious practices, inclusivity, adaptability to change, and robust community engagement strategies. The students' endorsement signals not only a thriving and impactful sports program but also one that is well-positioned for sustained success in the future.
- (4) The collective agreement among students regarding the effectiveness of the community sports program at the vocational college suggests a well-rounded and student-centered initiative. The program's success is likely attributed to its inclusivity, supportive environment, impact on personal development, promotion of overall well-being, and responsiveness to student feedback. This shared perception of effectiveness underscores the program's positive influence on the student community, making it a valuable and impactful component of the vocational college experience.
- (5) The students' collective agreement regarding the effectiveness of the community sports program at the vocational college in terms of satisfaction underscores a program that successfully addresses the diverse needs of its participants. The combination of personalized options, positive social dynamics, impact on personal development, and responsiveness to feedback creates a holistic and enriching experience. This shared satisfaction reflects the program's success in creating a positive and impactful contribution to the overall student experience at the vocational college.
- (6) The factors age, sex, and grade level do not affect the assessment of the student respondents on the Community Sports Program of the vocational in terms of accessibility, sustainability, effectiveness, and satisfaction.

9. RECOMMENDATIONS

- (1) Considering the positive impact and satisfaction reported by students, the vocational college could explore opportunities to further diversify the community sports program. This could involve introducing new sports, recreational activities, or wellness programs that cater to a wider array of interests and preferences among the student body.
- (2) Given the importance of responsiveness in the effectiveness of the community sports program, it is recommended to strengthen communication channels between program organizers and participants. Regular surveys, feedback sessions, or suggestion boxes can be implemented to gather insights and suggestions from students. This information can guide continuous improvements and ensure the program remains aligned with evolving student expectations.
- (3) To continue fostering a sense of community and inclusivity, efforts can be made to ensure that the community sports program remains accessible to all students. This might involve exploring additional financial assistance or scholarship opportunities, ensuring that economic factors do not hinder participation. Inclusivity efforts can also extend to promoting gender balance and accommodating diverse skill levels.
- (4) Since personal growth and development were highlighted as significant outcomes, the vocational college may consider integrating targeted personal development components within the community

sports program. Leadership workshops, character-building activities, or mentorship programs can be incorporated to enhance the holistic benefits derived from sports participation.

(5) To maintain and improve the overall satisfaction of students, it is essential to ensure that the community sports program has adequate facilities, equipment, and resources. Regular maintenance and potential expansion of facilities can contribute to a positive and enjoyable experience for participants, further solidifying their satisfaction with the program.

(6) The vocational college can explore opportunities for interdisciplinary collaboration involving the community sports program. For example, collaboration with other departments or academic programs can enhance the integration of sports with academic and career development, providing a more holistic educational experience for participants.

(7) Recognizing the positive impact on physical and mental well-being, the college may consider integrating health and wellness initiatives within the community sports program. This could involve partnerships with health professionals, nutritional guidance, or mental health resources to reinforce the program's positive contributions to the overall well-being of students.

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