

Involvement of Physical Education Teachers in Community Sport as Public Service

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Abstract: Community sports are instrumental in strengthening communities because sports are recognized as a valuable tool in fostering developmental experiences with other positive effects to communities. The study investigated the development of community sports as a means for physical education (PE) teachers in China to serve their community. This study was significant in bridging the missing research evidence on the effectivity of community sports and in supporting China's sports development mission. Using descriptive-comparative-correlational approach, the study surveyed 308 PE general teachers who were mostly female aged 24 years old with 3 years teaching experience. Based on the results, the PE teachers slightly consider involvement in public service in terms of community recreation which indicated that watching local sports leagues can be an opportunity for them not only to share their knowledge in local sports, but also to lead the community members to be involve in local sports for physical and mental health. This study concluded that the PE teachers recognized community sports as satisfactory in providing the recreational development through the helpfulness of sports/pool attendants, community; community development through involvement of residents and members of the community regardless of age, status, and gender, consisting of team games engaging to the sporting participants and the public, consisting of soft motor activities that strengthen the bonds between members and promoting volunteerism among members; educational development through underlining the fact of sports in encouraging wellbeing through free seminars; and health development through assessing the physical health of the players joining the sports community program. Thus, a basis or guideline for community-based sports was suggested, which can be developed and implemented to promote and enhance the level of involvement in the community among PE teachers as the output of the study.

Keywords: Community Sports; Physical Education Teachers; Public Service; Service Learning.

1. Introduction

The root word of community is from the Latin "communis" which means shared by all or many or synonymous to common or public. Figuratively, its word describes sets of relationships which may be realized in the future. Similarly, the term community remains to be associated with closer, warmer, more harmonious bond between people living geospatially. It is seen as a place of solidarity, participation, and coherence by a network with mutual and emotional bonds within its social relations. Literature agrees that the word community focuses on shared commonality and interests among individuals in local or geographical areas regardless of their ethnicity, religion, ideology, status, sexuality, etc. (Schulenkorf, 2017).

Through the initiative of community leaders, programs and activities are created and developed for the members of the community. One of the best ways to build community cohesion is sports. Community sport consists by group of volunteers who share their time expertise to community sport organizations for social capital of trust and reciprocity to encourage other individuals to work together to strengthen the community (Doherty & Misener, 2008).

Community sports are instrumental in strengthening communities. They are often used as intervention to prevent or battle community issues such as petty crime, unemployment, antisocial behavior of individuals, individual self-esteem, out of school youth, and many more. These are some of efforts provided by thousands of volunteers to help communities (The Smith Institute, 2013). In fact, it is an integral part of social sports which offers spontaneous physical activities of the residents in a community. Aside from

fitness, entertainment, autonomy, and public welfare, it improves the residents' culture and quality of life, and interpersonal relations with neighbors (Xu et al., 2021).

Moreover, sports are recognized as a valuable tool in fostering developmental experiences with other positive effects to communities. As a catalyst, it promotes economic progress, healthy habits, and education for the social outcomes of the community (Ponciano Nunez et al., 2023). Thus, sports empower community development because they build local skills, knowledge, and resources effectively; increase social linkages, promote ways, and means for community dialogue, and encourage civic engagement among members of the community (Matteucci, 2023).

In fact, literature on sports management represented an increasing study on sport-for-development (SFD) through the capacity of community in promoting social development, alleviating inequalities, advocating for social justice (Schulenkorf, 2017), and enhancing public health within the community (Edwards, 2015). Using SFD framework, seven dimensions of community capacity with sports development are created: (a) skills, knowledge, and resources; (b) social relationships; (c) structures and mechanisms for community dialogue; (d) quality leadership; (e) civic participation; (f) value systems; and (g) a learning culture (Jones et al., 2018).

Commonly, a school or university is built in a community because the community serves as an ally in the schools' mission and vision. In China, the integration of sports culture in school and community is a common development. The officials and members of the academe can improve the quality of personnel training and social services vis-à-vis realizing the interactive sharing and effective use of resources. The new mission of China's sports development is to create social

benefits through more evident social support of the members of the community (Xu et al., 2021).

Consequently, the study investigated the development of community sports as a means for physical education (PE) teachers in China to serve their community. This study was significant in bridging the missing research evidence on the effectivity of community sports and in supporting China's sports development mission. The effective collaboration of the members of the school and community and their resources will have a win-win effect. To realize the research objective, the proposed study analyzed the role, capability, and potential of PE teachers in the development of community sports.

The scope and limits of the research on the degree of engagement in public service of PE teachers and community sports development were outlined. The study was conducted in five selected Changdu universities in China

considering their sport community development and PE teacher populations. The study's participants were PE teachers from the pre-selected schools for a well-represented population. The research presented the involvement in public service of PE teachers in terms of the community's recreation, collaboration, education, and health. The involvement of the participants led to their knowledge on the existing community sports development of the selected schools. Hence, they assessed its recreational development, community development, educational development, and health development. Their assessment was critical in their involvement in the development of community sports as their return service to their community.

On the other hand, the proposed study presented limited generalizability given the pre-selected number of institutions of the participants. The findings may be insufficient to draw general conclusions in China or other countries. Also, the connotation of community sports culture may vary depending on the community since "the social mainstream culture will determine the nature, content and direction of community sports culture (Xu et al., 2021)" which may impact or influence the research conclusions.

Moreover, the research instrument was adapted from Coalter (2002), which may collect bias response from the teacher participants since public service may be influenced by their individual ideologies and memory. Thus, the proposed study was dependent on their honesty and ability to recollect their engagement in the community and its sports development program.

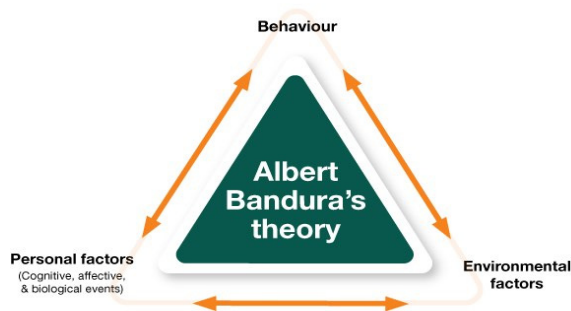


Figure 1. The Social Cognitive Theory (SCT) by Albert Bandura (1991)

The proposed study was grounded on the social cognitive theory (SCT) (see figure 1) established and promulgated by Albert Bandura in 1980s. This theory emphasizes on the importance of human agency which means through one's thoughts and cognition, a person can influence his or her actions as a determinant in one's behavior. In this theory,

human beings are recognized to self-reflect, forethought, and self-regulate to function with their environment (Bandura, 1991).

It has been widely used to explain healthy behaviors, such as lifestyle physical activities, resistance training, and sport performances, across different populations. SCT framework was used as intervention to increase physical activities or improve sport performance wherein successful and changing behaviors are shown. Literature proves these central constructs of the theory to predict, explain and change physical activities (Williams & French, 2011).

As the SCT progressed, social cognitive theories established self-efficacy and collective efficacy. The former was described as the level of confidence that an individual has in his or her ability to execute a course of action or attain specific performance outcomes. The assertion of confidence such as high self-efficacy has been proven to affect human functioning which can be linked to high self-esteem, better physical condition, and greater well-being amongst other human qualities (Burk et al., 2014).

Research Paradigm

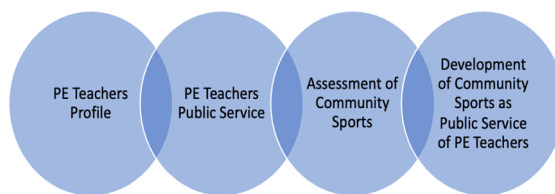


Figure 2. Conceptual Framework on the Development of Community Sports

Guided by the theoretical framework (see figure 2), the proposed study investigated the development of community sports as a means for physical education (PE) teachers in China to serve their community. This proposed study was significant in bridging the missing research evidence on the effectivity of community sports and in supporting China's sports development mission.

To realize this, the PE teachers' profile was determined their age, sex, position, years of teaching and their sports major. Then, their level of involvement in public service was measured and described in terms of their community recreation, collaboration, education, and community health. This part presented evidence on how the PE teachers' profile affected their level of involvement in the community or public service.

2. Methodology

2.1. Research Design

To answer the statement of the problem and accomplish the research objectives, the proposed study employed descriptive-comparative-correlational approach.

The descriptive approach was sought to describe the status of an identified variable. In the proposed study, this approach provided systematic information about the participants such as their sex, age, position, years of teaching, and sports major. These comprise the PE teachers' profile which was compared with their public service involvement and assessment of

community sports.

Also, the comparative approach was used to establish the cause-effect relationships among variables. And when analyses and conclusions were made, determining causes must be done carefully, as other variables, both known and unknown, could still affect the outcome. In the proposed study, this approach provided significant difference in the PE teachers level of involvement in public service and assessment of community sports when their profile is tested.

And to show the relationship of the variables, the proposed study used correlational approach. It determined the extent of a relationship between the PE teachers' profile, public service involvement, and assessment of community sports using statistical data. In this approach, relationships between and among several facts were sought and interpreted which can recognize trends and patterns in data, but it does not analyze causes for these observed patterns.

The proposed study got a comprehensive knowledge of the influence of PE teachers' public service on the community sports by employing the comparative-correlational methods. The comparative component allowed the contrast across various groups, providing variety of community involvement as public service. While the correlational component investigated the association between community involvement and community sports, providing clear understanding on their possible relationships.

2.2. Sampling Technique

Purposive stratified sampling was used to choose participants for this research from five Chinese institutions. In purposive stratified sampling, participants were non-randomly selected because they were chosen based on specified criteria or strata predefined as the characteristics of the population related to the study aims. For the proposed study, the purposive stratified sampling was composed of PE teachers from the affiliated schools of Chengdu university.

Chengdu University successfully held the 31st World University Games (hereinafter referred to as the Universiade). The hosting of such large-scale sports events not only promotes the development of Chengdu's economy, society, and environment, but also plays a certain role in promoting the public development of sports, especially for universities that undertake competitions. Each university renovates and repairs its venues to provide high-quality event services. The image brand and green development effects of Chengdu's universities, promoting the high-quality development of the city was made.

The selection of the affiliated schools of Chengdu university fit the requirements of the proposed study to collect heterogeneous data in public service and community sports. This process involved ethical permission to school heads and principals for the recruitment of participants which included the copy of the validated survey questionnaire.

The proposed study acquired a targeted sample that represents a diverse profile of Physical Education teachers by using purposive stratified sampling from the five Chengdu universities in China for meaningful insights specific to the context of the research locale.

2.3. Instrumentation

The research instrument included the adapted questionnaire of Coalter (2002) entitled "Monitoring Sports Development Programmes Participant Survey" which was the basis in creating a sports and community development manual

of the University of Edinburg. However, for the proposed study relevant questions in the adapted questionnaire was included in the research tool which answered the research questions. These adapted questions pertained to the public service involvement of the participants and assessment of community sports.

Thus, the research instrument of the proposed study was divided into three parts which are tailored with the research goals and areas to study. Part 1 collected the profile information of the participants such as their age, sex, position, years of teaching, and sports major. Part 2 collected essential information on public service involvement of the participants in terms of their community recreation, collaboration, education, and health. And part 3 collected the assessment of PE teachers of the community sports in terms of recreational, community, educational, and health development.

The proposed questionnaire underwent the comprehensive validation process required by the university to confirm the questionnaire's reliability and validity. This was submitted along with the questionnaire to expert assessment and input to determine its content validity. The questionnaire's relevance, clarity, and comprehensiveness were evaluated by experts in education, community sports, or community development.

Overall, the proposed research tool ensured trustworthy, valid, and relevant content matched the research purpose and goals.

2.4. Data Gathering Procedures

Guided by the research paradigm, the proposed study investigated the development of community sports as a means for physical education (PE) teachers in China to serve their community. This proposed study was significant in bridging the missing research evidence on the effectivity of community sports and in supporting China's sports development mission.

The data collection commenced upon the approval of the validated survey questionnaire. Consent letters with copy of the approved survey questionnaire were then sent to the selected Changdu universities where the data collection was conducted. Once approved, the detailed procedure of the data collection was discussed with the participants before the distribution of the approved survey questionnaire. Explicit instructions on the completion of the survey questionnaire were clearly instructed to the participants and their responses will be kept anonymous. A designated time frame was provided for the participants to complete the questionnaire. Reminders and follow-ups were conducted to encourage participation and maximize response rates.

The gathered data was then available for analysis to understand completely the link between public service of PE teachers and community sports. The collected questionnaire data was securely stored and anonymized to maintain participant confidentiality. Database software was used to secure the collected data. Data cleaning and verification procedures was employed for ensuring data quality and reducing errors, inconsistencies, or missing values in the collected data.

The quantitative data obtained from the questionnaire was subjected to rigorous statistical analysis. Statistical analysis was employed to examine the differences and relationships between variables and determine the strength and direction of associations.

3. Results, Analysis, and Interpretation

This section presents the data in tabular form with descriptive analysis and interpretation to answer the research questions. The quantitative data were analyzed using descriptive statistics to identify the participants demographics; inferential statistics was used to compare the differences

between variables; correlational analysis to identify relationship between datasets; regression analysis to examine the predicted association between public service involvement and assessment of community sports.

3.1. Profile of the Respondents

Table 1. Demographics of PE Teacher Respondents

Sex	Counts	Total %
Female	173	56%
Male	135	44%
Age	Counts	Total %
23	6	2%
24	5	2%
25	14	5%
26	11	4%
27	26	8%
28	19	6%
29	35	11%
33	52	17%
34	24	8%
36	9	3%
38	12	4%
39	5	2%
42	13	4%
43	11	4%
44	14	5%
46	12	4%
47	15	5%
51	14	5%
55	11	4%
Position	Counts	Total %
Administrative Management	75	24%
General Teacher	137	44%
Logistics Management	58	19%
Teaching Management	38	12%
Years of Teaching	Counts	Total %
1 Year	9	3%
2 Years	7	2%
3 Years	27	9%
4 Years	36	12%
5 Years	43	14%
6 Years	21	7%
7 Years	39	13%
8 Years	36	12%
9 Years	5	2%
10 Years	23	7%
11 Years	17	6%
12 Years	13	4%
13 Years	13	4%
15 Years	16	5%
20 Years	3	1%
Sports Major	Counts	Total %
Ethnic Traditional Sports	48	16%
physical education	138	45%
social sports	71	23%
Sports training	51	17%
Total Respondents	308	100%

Table 1 presents the frequencies and percentages on the demographics of Physical Education teachers from the five

Chengdu universities in China. In the demographics of 308 PE teacher respondents, their sex reveals that 56% of them

were female and 44% were male indicating that unusual majority of women make up the respondents.

In terms of age, most of them were aged 33 years old (17%); 29 years old (11%); 27 and 34 years old (8%) respectively; 28 years old (6%); 25, 44, 47, and 51 years old (5%) respectively; 26, 38, 42, 43, 46, and 55 years old (4%) respectively; 36 years old (3%); and 23, 24 and 39 years old (2%) respectively which shows that majority of respondents are young teachers.

In terms of position, there were Administrative Management (24%), General Teacher (44%), Logistics Management (19%), and Teaching Management (12%). This indicates that most of the respondents are general teachers who are teaching PE subjects.

In terms of years of teaching, they were teachers for 1 year (3%), 2 and 9 years (2%) respectively, 3 years (9%), 4 years (12%), 5 years (14%), 6 and 10 years (7%) respectively, 7 years (13%), 8 years (12%), 11 years (6%), 12 and 13 years (4%) respectively, 15 years (5%), and 20 years (1). These show that majority of the PE teacher respondents had 3-year teaching experience.

In terms of sports major, they were in ethnic traditional sports (16%), physical education (45%), social sports (23%), and sports training (17%). This indicates that most of the teacher respondents are from the physical education major.

Thus, the demographic data of the respondents evidently show competitive number of female (56%) respondents with male (44%). This result is notable to unusual gender dynamics among PE teachers and their potential influence on community sports in public service. This situation has been changing as the forms and meanings of folk sports transform in modern China. The participation of women is fully encouraged. The inclusion of both genders in folk sports is an unavoidable tendency in China, though the gendered boundaries continue to impact on women's participation (Xiong et al., 2021).

Second, most of respondents' age are 33 years old (17%) which positively demonstrates their early involvement and exposure in community sports in public service. As an important part of teachers, not only undertake the overall development of students, but also shoulder the important mission of cultivating students' life emotions (Liu et al., 2022).

Third, most of the respondents are general teachers (44%) who do not perform administrative work and extra work in school than to teach, which can affect their availability to perform community sports in public service. Also, most of them have 5 years teaching experience (14%) which give them valuable time to create their community network and sports training for public service.

Lastly, the prevalent physical education (45%) as sports major among the respondents suggests that they are well-rounded teachers who are flexible to teach any sports to the members of the community. These factors can have an impact on the investigation of this study.

Facing the current social environment and industry development, physical education teachers also need to keep up with the trend of the times, from the perspective of public health to think about new breakthroughs in physical education. The results show that physical education teachers' ability accounts for the highest weight, but the proportion of knowledge is the smallest. Nevertheless, the evaluation result is good. The research results show good applicability and high consistency, which has certain reference significance for the professional development of physical education teachers despite some deficiencies in this study (Shan, 2021).

3.2. Level of Involvement in Public Service of PE Teachers

The level of involvement of the respondents in public service in terms of community recreation. Based on the composite mean of 2.87, respondents slightly considered their involvement in public service in terms of the following community recreation: walking in the park with 2.88 mean; Visiting the local library with 2.88 mean; Joining free Zumba or exercise sessions with 2.82 mean; Joining fun run with 2.90 mean; Watching local sports leagues with 2.91 mean; Attending/Visiting a local gym with 2.88 mean; and visiting the nearby mall with 2.84 mean.

Moreover, the indicator that exhibits the highest mean score in this evaluation is Indicator 5, which pertains to watching local sports leagues with a mean score of 2.91. This finding asserts that the local sports leagues can be the most to be involved by PE teachers as community recreation to serve the public. This can be an opportunity for not only to share their knowledge in local sports, but also to lead the community members to be involved in local sports for physical and mental health.

On the other hand, the indicator that exhibits the lowest mean score in this evaluation is Indicator 3, which pertains to joining free Zumba or exercise sessions with a mean score of 2.82. This finding asserts that joining free Zumba or exercise sessions can be the least to be involved by PE teachers as community recreation to serve the public. Thus, Zumba or exercise sessions in local community can be strengthened; that PE teachers should be critically aware that Zumba or exercise sessions can be "facilitated by their more positive experiences and produced complicity with the social structures (e.g., gender) that make exercise imperative as a way of realizing not only womanhood but more importantly moral personhood (Nieri & Hughes, 2023)."

The result reveals that the respondents slightly considered their involvement in community recreation as their public service which calls for further promotion to PE teachers. People in the community (54%) recognize the importance of community recreation because they claim its contribution to their physical health, mental health and wellbeing, the safe provision of recreation opportunities, and social and community connectedness (Powers et al., 2022). Thus, PE teachers should get hold of this opportunity for community members to watch local sports leagues.

3.3. Level of Involvement in Public Service of Participants in Community Collaboration

The level of involvement of the respondents in public service in terms of community collaboration. Based on the composite mean of 2.87, respondents slightly considered their involvement in public service in terms of the following community collaboration: Checking on the public amenities with 3.01 mean; Supporting fund raising program with 2.82 mean; Joining community-based collaborations (e.g., disaster preparedness committees, social service consortiums,) with 2.87 mean; Attending homeowners' association (HOA) meetings with 2.78 mean; Assisting neighbors or members of the community with any form of help with 2.85 mean; and Running for local position (e.g. city/municipal) with 2.77 mean.

Moreover, the indicator that exhibits the highest mean score in this evaluation is Indicator 1, which pertains to checking on the public amenities with 3.01 mean score. This

finding asserts that checking on the public amenities can be the most to be involved by PE teachers as community collaboration is concerned. It is also a good motive since fitness facilities were relatively high among public service facilities, but accessibility was lacking and coverage of elderly facilities (Peng et al., 2023). With the initiative and involvement of PE teachers, community members will be able to discover and maximize the fitness public amenities available for them.

The results reveal that participants slightly considered their involvement in community collaboration as their public service which calls for further encouragement for PE teachers beginning with the public amenities available in their school community especially in rural areas. Compared to their matched urban counterparts, rural residents are more likely to be physically inactive in their leisure time and less likely to live within 30-minute walking distance to the nearest public amenity. Also, rural residents are more likely to be unsatisfied with the quantity, variety, fee levels, opening hours, and daily management and services of nearby exercise facilities, and more likely to be unsatisfied with the local public sports service system than matched urban residents. Substantial rural–urban disparities tend to be present in leisure-time physical activity, proximity to the nearest exercise facility, and satisfaction level with exercise facilities and the public sports service system (Zheng & An, 2015).

3.4. Level of Involvement in Public Service of Participants in Community Education

The level of involvement of the respondents in public service in terms of community education. Based on the composite mean of 2.85, respondents slightly considered their involvement in public service in terms of the following community education: Providing free tutorial or instructional services within the neighborhood with 2.84 mean; Volunteering in day care or weekend school with 2.84 mean also; Joining/Organizing educational initiatives (e.g., reading program, literacy sessions) with 2.79 mean; Volunteering as education consultant/trainer/ instructor with 2.89 mean; Accommodating speaking engagement for free with 2.85 mean; and Donating books/ instructional materials at the local library/ school/ daycare with 2.87 mean.

The reason for this result was analyzed in the study of Tang et al. (2018). They noted that teaching success is influenced substantially by one's community engagement and explored predictors showed the relationship between pay satisfaction and community engagement. Further research reports that people with higher socio-economic status tend to participate in community activities (e.g. volunteering) more frequently, showing a positive association between pay satisfaction and community engagement. In Chinese rural contexts, lower wages reduce teacher desire to be involved in professional development activities after work.

However, the indicator 3 - Joining/Organizing educational initiatives (e.g., reading program, literacy sessions) ranks the lowest with the mean score of 2.79 (SD 0.77). This means that the respondents least involve themselves in joining/organizing educational initiatives because it may not direct impact in their public service and/or community education.

3.5. Level of Involvement in Public Service of Participants in Community Health

The level of involvement of the respondents in public

service in terms of community health. Based on the composite mean of 2.82, respondents slightly considered their involvement in public service in terms of the joining community-based collaborations (e.g., disaster preparedness committees, social service consortiums) and volunteering in community projects/ programs such as clean-up drive, fund raising program, feeding program, etc. Between the two, the latter indicator exhibits the higher mean score in evaluation with 2.84 compared to the former which has lower mean score of 2.80. This result posits that PE teachers preferred more to be part of community projects related to environmental cleaning, fund raising, feeding program, and the likes. And joining community-based collaborations (e.g., disaster preparedness committees, social service consortiums) was less of their preference.

In PE teacher education (PETE) curriculum, community service was integrated in the service learning (SL) program - a pedagogy that combines learning and community service. SL offers real and different educational scenarios and provides an empowering approach to other areas of education in the community such as community health, environmental responsibility, inclusive education, cultural diversity, etc. PETE educators in SL should be provided with opportunities to put themselves in the place of vulnerable individuals to see the reality from their perspective. This can be done by contacting social organizations and arranging outings to observe the community's particularities. Another recommendation is that the teachers should set reflective tasks about the events experienced, helping students and community participants to guarantee that none of the individuals involved are neglected. In addition, it is also important that the students keep in mind the meaning of the service and its connection with the PE curriculum throughout the program (Chiva-Bartoll et al., 2021).

Relatively, the results supported the conclusion of Tan and Soo (2020) that overall, teachers have a greater level of self-awareness and understanding of the community needs. Though, they reported getting to know themselves better, in terms of their strengths and weaknesses and how they can contribute to the community, so the enhancement of collaboration, communication and people-management skills is recommended.

The provision of community sports in rural China is "public sports services" defined as sports facilities, activities, and related education or trainings, programs provided by the government as public goods, aiming at increasing public health and social well-being in rural China. It is an approach to increase participation of the whole population to alleviate health disparities and build social relationship within a specific community (village). It includes sports initiatives and programs set up through collaborations between various local groups, such as public sport organizations and local sports services within rural communities (Chen & Liu, 2020).

Thus, the respondents assessed the community sports they are involved in terms of recreational development, educational development, and health development to understand the effectivity of the community sports in the perspective of the PE teachers.

3.6. Assessment of Respondents in Community Sports in terms of Recreational Development

The assessment of respondents in community sports in terms of recreational development. Based on the results, the

respondents evaluated all the indicators in recreational development as satisfactory such as Quality of sports facility used (hall/court/pool) with mean 2.60 (SD 0.77); Helpfulness of sports/pool attendants with mean 2.76 (SD 0.72); General cleanliness of reception and playing area with mean 2.72 (SD 0.74); Range of activities on offer with mean 2.63 (SD 0.74); Skill and professionalism of coach, referee, and sports committee with mean 2.71 (SD 0.76); The free charge for the activities with mean 2.61 (SD 0.71); Availability and accessibility of activities/ facilities at convenient time of the residents with mean 2.67 (SD 0.71); and Enjoyment of the players and audience with mean 2.73 (SD 0.70).

However, the indicator "Helpfulness of sports/pool attendants" ranks the most satisfactory in recreational development with mean 2.76 (SD 0.72). This means that the respondents believe that attendants in community sports satisfactorily contribute to the recreational development of people in the community. Basically, sports attendants are staff assigned in the sports complex, in the community, school, establishment, etc., who issue sports and/or recreational equipment to a variety of customers; Keep stock of new and used athletic supplies and other equipment; May perform preventive maintenance and repairs on sports or recreational, laundry room, and/or cleaning equipment (The University of New Mexico, 2021).

Meanwhile, the indicator "Quality of sports facility used (hall/court/pool)" ranks the least satisfactory recreational development with mean 2.60 (SD 0.77). This shows that respondents recognized the usefulness of sports facilities in community sports, but their quality does not contribute much in the recreational development of the public users. On the other hand, this result supported some findings about "the structural imbalance and low public openness in the construction of sports facilities in some areas in China and the quality and layout must also be improved (Xiao et al., 2022). Likewise, a national report revealed that there are currently 3.2 million sports facilities nationwide in China, but most of them remain largely underutilized, with only 50% of them fully open to public. Despite the calls for their accessibility to local populations to promote physical activity, there has been little to no progress action on the matter. In fact, more than 90% of the sports facilities remain rarely used or have not reached their maximum capacity (Gao et al., 2022). Therefore, this notable findings about the quality of sports facility used (hall/court/pool) in community sports must be strengthened to increase the body building development of members of the community.

Sports has exclusive characteristics that contribute to the community development processes. First, sports can involve both the participants as well as viewers, and it can be practiced in any community in the world. Universality overcomes national boundaries, cultural and socio-political and economic limitations. Second, sports can reach many people within programs for public education and social mobilization. Furthermore, the "language" of sports is made up of simple rules and is non-verbal, which simplifies communication; it facilitates the formation of a group, and the strengthening of cohesion thus becomes a passage that is easier to put into practice. Third, sports bond players, teams, coaches, volunteers, and spectators from different backgrounds, belonging sense, social context of reference who share the same passion and a specific interest. Fourth, sports bring out, develop, and enhance individual values and abilities. It can serve to give greater confidence in oneself and

to obtain a realistic critical sense and, consequently, the overcoming of one's limits is no longer perceived as a risk, but it translates into an openness to new paths and new challenges (Ciantar et al., 2016).

3.7. Assessment of Respondents in Community Sports in terms of Community Development

Hence, the respondents assessed the community sports in terms of community development. Based on the results in table 7, the respondents evaluated all the indicators in community development as satisfactory namely Involvement of residents and members of the community regardless of age, status, and gender with mean 2.69 (SD 0.70); Consisting of team games engaging to the sporting participants and the public with mean 2.69 (SD 0.73); Consisting of soft motor activities that strengthen the bonds between members with mean 2.69 (SD 0.72); Involving oriental disciplines that unite members in sharing a vision of well-being and self-care with mean 2.65 (0.75); Promoting volunteerism among members with mean 2.69 (SD 0.75); Including dance and fun activities such as traditional dances, traditional games uniting people through fun with mean 2.68 (SD 0.72); and Creating activities for the minority members of the community such as the PWDs, senior citizens, housewives, children with special needs, etc. with mean 2.63 (SD 0.79).

Notably, indicators 1 - Involvement of residents and members of the community regardless of age, status, and gender with mean 2.69 (SD 0.70); 2 - Consisting of team games engaging to the sporting participants and the public with mean 2.69 (SD 0.70); 3 - Consisting of soft motor activities that strengthen the bonds between members with mean 2.69 (SD 0.72); and 5 - Promoting volunteerism among members with mean 2.69 (SD 0.75) equally rank the most satisfactory in community development. This shows that the respondents could experience or observe these indicators in community sports and satisfactorily affected their community development.

These findings supported the possible expected results in the use of sport as a tool for community development. First, it prevents and promotes physical and psycho-social health; reduce and contain of direct and indirect costs of medical treatment; and support to overcome traumas of various kinds to the members of the community. Second, it improves collective well-being and reduction of exclusion and social discrimination; improves socialization; allows independence and participation; and encourages inclusion with each member of the community. Third, it increases integration and prevention of social conflicts and builds peace, creating relationships of trust and a culture of cooperation. Lastly, it promotes equal opportunities and the emancipation of people, regardless of their age, status, and gender, improving their health and well-being, encouraging self-esteem and emancipation, and facilitating their social integration (Ciantar et al., 2016).

Community sports are recognized to contribute to the educational development of the community. Its educational goals are geared towards (1) development of a sense of belonging to the community that helps to bring out, strengthen and share positive visions and values of a community, fostering mutual knowledge, cooperation, as well as through collective moments linked to the pleasure of sharing sports. (2) It cultivates the well-being of the community through sport to develop community resources, For example,

strengthening community member interaction, enhancing community cohesion, and developing abilities in this area through sports activities.(3) It develops the participation and active engagement of community members for the common good through sport, for example by making sure that the members of the community can animate self-managed sports activities through volunteer instructors, or can take care of the common areas where to practice sports, etc.

3.8. Assessment of Respondents in Community Sports in terms of Educational Development

In this study, the respondents assessed the community sports in terms of educational development. The results in table 8 show that respondents evaluated education development in community sports as satisfactory specifically in Considering the educational dimension of each activity, such as specific educational effects with mean of 2.66 (SD 2.73); Introducing explicit references within the activities to the role that sport can play in the sports program with mean of 2.64 (SD 2.73); Underlining the fact of sports in encouraging wellbeing through free seminars with mean of 2.68 (SD 0.71); Reciprocating the sports knowledge of the members through open forum or community assembly with mean of 2.62 (SD 0.74); Integrating the importance of the common commitment to the places of sport and the territory in general with mean of 2.63 (SD 0.75); Combining sports activities and complementary activities for an effective education with mean of 2.63 (SD 0.76); Providing free sports clinic for both young and adult members of the community with mean of 2.61 (SD 0.76); Recognizing sports experts, coaches, varsities, PE teachers, and related discipline as volunteer sports instructors for the community with mean of 2.62 (SD 0.77); Involving the Including special groups of the community such as senior citizens, housewives, children with special needs, etc. In particular, the indicator 3 - “Underlining the fact of sports in encouraging wellbeing through free seminars” ranks the most satisfactory in educational development with mean 2.68 (SD 0.71). This result depicts that the respondents believe in free seminars on wellbeing through sports community which can encourage educational development among members of the community. In fact, this was explored as social-psychological intervention rooted in self-determination theory aimed at raising the wellbeing and pro-sociality of the general adult population.

The “Exploring What Matters” was run by non-expert volunteers (laypeople) in their local communities and to date has been conducted in more than 26 countries around the world. It was found that it has strong, positive causal effects on participants’ subjective wellbeing and pro-sociality (compassion and social trust) while lowering measures of mental ill health (Krekel et al., 2021). In other words, underlining the fact of sports in encouraging wellbeing through free seminars can be an effective tool or intervention in educational development in community sports.

However, the indicators 7 - Providing free sports clinic for both young and adult members of the community with mean of 2.61 (SD 0.76) and 9 - Involving the special groups of the community such as senior citizens, housewives, children with special needs, etc. in educational programs with mean of 2.61 (SD 0.75) rank the lowest satisfactory evaluation from the respondents. This shows that the respondents regard free sports clinic for community members and educational programs involving special groups of the community as less

to have impact in the educational development in community sports. Sports clinics are organized session to introduce basic sports usually to students and youth which are usually conducted by non-government organizations to communities free of charge. As for the special groups of the community, educational program on sports may be challenging since the community is mostly composed of elderly.

Another possible reason is the very limited sports venues and facilities at present in many urban communities, especially those with dense old communities. At the same time, to formulate the sports facility specifications and strengthen supervision of the newly built community; on the other hand, the neighborhood community service agencies should cooperate with schools, enterprises, and institutions in the jurisdiction. Develop venue use and management methods, encourage schools, enterprises, and institutions to open their venues to the public for free, or introduce professional institutions for management through government purchases of services, and promote the opening of schools, enterprises, and institutions to the public (Zhang, 2021). This possibility can be explored in future studies in educational development of community sports.

The health benefits of sport participation are very much recognized. The role of sports participation in supporting community-based public health has received considerable attention in recent research. Sport participation within a community is one of the important sources of social interactions that can increase the ability of individuals to engage meaningfully in local society, So as to improve the physical fitness of the entire population and cultivate the concept of lifelong exercise (Chen & Liu, 2020).

3.9. Assessment of Respondents in Community Sports in terms of Health Development

Thus, the respondents assessed community sports in terms of health development. Table 9 presents the results of the respondents’ “satisfactory” evaluation in all indicators in health development namely: (1) Providing free vitamins/health boosters/vaccines for players, coaches, and committee with mean 2.61 (SD 0.76); (2) Providing available medical assistance (e.g., medics, ambulance, etc.) for the sports community program with mean 2.64 (SD 0.74); (3) Conducting study or survey on the health benefits of sports community with mean 2.67 (SD 0.76); (4) Assessing the physical health of the players joining the sports community program with mean 2.69 (SD 0.73); (5) Providing a health center in the community with mean 2.64 (SD 0.76); and (6) Providing health assistance for all members of the community regardless of age, status, condition, and gender with mean 2.66 (SD 0.75).

Meanwhile, the indicator (4) Assessing the physical health of the players joining the sports community program with mean 2.69 (SD 0.73) ranks the most satisfactory among all indicators. This asserts that the respondents regard the assessment of the physical health of the players joining the sports community program is impactful to the health development in community sports. The results support the provision of community sports in rural China. It is defined as sports facilities, activities, and related education or trainings, programs provided by the government as public goods, aiming at increasing public health and social well-being in rural China. It consists of sports facilities and organized physical activities provided by the government, sports information services (including sports news, shows and

special-event reports, etc.) supplied by community advocacy, as well as sports initiatives and programs set up through collaborations between various local actors, such as public sport organizations and local sports services within rural communities (Chen & Liu, 2020).

In contrast, indicator 1 -Providing free vitamins/ health boosters/vaccines for players, coaches, and committee with mean 2.61 (SD 0.76) ranks the least satisfactory health development in community sports. This means that the respondents regard free vitamins/ health boosters/vaccines for players, coaches, and committee to have less impact to health development in community sports and its members. Nevertheless, this result is considerable in reporting the areas of health development in community sports.

One of the aims of this study was to understand the relationship between public service involvement of PE teachers and their assessment of community sports. Using correlational analysis, the relationship, patterns, significant connections, and trends between two variables or datasets were identified. While the regression analysis examined the predicted association between public service involvement and assessment of community sports.

3.10. Relationship of Public Service Involvement of Respondents and Their Assessment of Community Sports

The study employed the correlation matrix utilizing Pearson correlation to test if there was a significant relationship between the community involvement and assessment results of community sports. The significant relationship between the community involvement and assessment results of community sports. The findings indicated a positive correlation with a correlation coefficient (r) of 0.175, signifying a positive relationship between variables. As the value approaches zero, the strength of the relationship intensifies. The study concluded that there was evidence linking assessment of community sports in terms of recreational development, educational development, and health development of community sports, and the level of public service involvement of participants. A statistically significant outcome was attained with a correlation coefficient of $r = 1$ and a p -value below 2.75, indicating a meaningful statistical connection between the two variables at the 0.05 significance level. Moreover, the results of the Pearson product-moment correlation coefficient (PPMCC) revealed that most aspects of community sports significantly influence the level of public service involvement of participants.

This posited that the respondents' evaluation of the effectivity of community sports was influenced by their level of community involvement. Therefore, this study's hypothesis was accepted; there was a significant relationship between the involvement in public service of PE teachers and community sports.

Similarly, community-sport services in the areas of sport facility, grassroots sport organizations and sport activity programs had strong influences on participant satisfaction and, in turn, their desire for participation, which highlighted the demand for high-quality sport service provision by community (Zhou et al., 2020).

In fact, community sports and public service of teachers complement each other. Sports facilities could fully cooperate with schools to attract intra-school and inter-school sporting events to public facilities on school days. They could

also collaborate with organizations such as the Senior Sports Association to explore methods and modes of serving the physical activities of elderly fitness enthusiasts. While the government needs to establish a scientific mechanism to provide feedback on the results (Gao et al., 2022).

Likewise, Chinese teachers perceived that schools support for community service for the purpose of expectations to feel self-transcendent emotions while doing service work, the strength of their sense of purpose and endorsement of specific purposes focused on social benefits. It is reported that those teachers have higher searching for purpose level and attached greater importance to both social and creative purposes aimed to help others (Jiang & Gao, 2018).

The results revealed that though the participants slightly considered their involvement in community service in terms of their community recreation specifically watching local sports leagues, their community collaboration specifically checking on the public amenities, their community education specifically volunteering as education consultant/trainer/instructor, and community health specifically volunteering in community projects/ programs such as clean-up drive, fund raising program, feeding program, etc. the PE teacher respondents evaluated community sports as satisfactory in terms of recreational development particularly helpfulness of sports; satisfactory community development particularly in involvement of residents and members of the community regardless of age, status, and gender; consisting of team games engaging to the sporting participants and the public, consisting of soft motor activities that strengthen the bonds between members; and promoting volunteerism among members.

The demographic data of the respondents evidently showed competitive number of female (56%) respondents with male (44%).

Most of respondents' age were 33 years old (17%) which positively demonstrated their early involvement and exposure in community sports in public service.

Most of the respondents were general teachers (44%) who did not perform administrative work and extra work in school than to teach, which could affect their availability to perform community sports in public service.

Most of them have 5 years teaching experience (14%) which gave them valuable time to create thei The prevalent physical education (45%) as sports major among the respondents suggested that they were well-rounded teachers who were flexible to teach any sports to the members of the community.

In terms of level of involvement in public service, the PE teachers' community recreation exhibited the highest mean score in Indicator 5 - watching local sports leagues. While the indicator that exhibited the lowest mean score is Indicator 3 - joining free Zumba or exercise sessions.

In terms of level of involvement in community collaboration, the PE teachers exhibited the highest mean score in Indicator 1 - checking on the public amenities. While indicator 6 - running for local position exhibited the lowest mean score.

In terms of level of involvement in community education, the PE teachers exhibited Indicator 4 - volunteering as education consultant/trainer/ instructor. Whereas the indicator 3 - Joining/Organizing educational initiatives (e.g., reading program, literacy sessions) ranked the lowest mean score.

In terms of involvement in community health, the PE teachers slightly considered their involvement in public

service. But indicator 2 – joining community-based collaborations (e.g., disaster preparedness committees, social service consortiums) exhibited the higher mean score than indicator 1 volunteering in community projects/ programs such as clean-up drive, fund raising program, feeding program, etc.

In terms of assessment of recreational development in community sports, the PE teachers evaluated it with satisfactory remark but ranked the indicator 2 – Helpfulness of sports attendants” with highest mean score. While the indicator 1 – Quality of sports facility used (hall/court/pool) ranked the least satisfactory.

In terms of assessment of community development in community sports, the PE teachers evaluated it with satisfactory remark but ranked indicators 1 - Involvement of residents and members of the community regardless of age, status, and gender; 2 - Consisting of team games engaging to the sporting participants and the public; 3 - Consisting of soft motor activities that strengthen the bonds between members; and 5 - Promoting volunteerism among members with equally highest mean scores. Whereas the indicator 7 - Creating activities for the special group of the community such as the senior citizens, housewives, children with special needs, etc. ranked the least satisfactory.

In terms of assessment of health development in community sports, the PE teachers evaluated it with satisfactory remark but ranked the indicator 4 – Assessing the physical health of the players joining the sports community program with highest mean score among all indicators. In contrast, indicator 1 - Providing free vitamins/ health boosters/vaccines for players, coaches, and committee ranked the lowest mean score.

The t-test resulted in significant relationship between the assessment of community sports in terms of recreational development, educational development, and health development of community sports, and the level of public service involvement of PE teachers.

4. Conclusion

Based on the findings, the following conclusions were drawn to understand the involvement of physical education teachers in community sport as public service:

The PE teachers’ profile was mostly female aged are 24 years old who were general teachers with 3 years teaching experience and physical education as sports.

The PE teachers slightly considered involvement in public service in terms of community recreation, community collaboration, community education, and community health.

The PE teachers assessed satisfactory rate to community sports particularly in the areas of: (1) Recreational Development, (2) Community Development, (3) Educational Development and (4) Health Development.

The PE teachers were slightly involved in public service, but they regarded watching local sports leagues as recreational development, checking on the public amenities as community collaboration, volunteering as education consultant/trainer/ instructor as community education, and volunteering in community projects/ programs such as clean-up drive, fund raising program, feeding program, etc. as community health involvement.

The PE teachers recognized community sports as satisfactory in providing the following: (1) recreational development, (2) community development, (3) educational development, and (4) health development.

5. Recommendations

The study evidentially proved the involvement of physical education teachers in community sport as public service; thus, the following are suggested to realize the full potential of this topic:

Both young and seasoned PE teachers should be exposed to public service involvement and community sports by implementing service learning (SL) in their respective course syllabus.

Academic institutions should maintain and strengthen the flexible work schedule of PE teachers and relieve them from administrative work so they will strongly consider public service involvement in community sports.

PE teachers should be required: (1) To watch local sports leagues as part of their recreation and professional development; (2) To survey the public amenities to propose relevant sports and wellness program for the community; (3) To volunteer as education consultant/trainer/ instructor and community projects/ programs such as clean-up drive, fund raising program, feeding program, etc. as part of their professional development.

Community sports officials should highly involve PE teachers in strengthening and intensifying their recreational, community, educational, and health development through school collaboration and partnership.

The curriculum of pre-service PE students should revisit the service learning (SL) in their field studies or on-the-job (OJT) courses to include their involvement in community sports so when they become full-pledged PE teachers, they will highly consider and continue the public service they have started in their respective communities because they have learned its holistic value on them.

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