



Academic physical education system: questionnaire survey to rate student satisfaction

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Abstract

Objective of the study was to analyze the student satisfaction with the academic physical education service.

Methods and structure of the study. We sampled for the questionnaire survey (run in 2018) university students (n=1000) from Belgorod, Kursk and Lipetsk Oblast universities. For the purposes of the study, we quoted the sample to make micro-models of the local student communities and academic physical education services in Belgorod, Kursk, Lipetsk and Stary Oskol cities. The questionnaire survey was designed to rate the communal dispositions and progress agendas in the academic physical education domain. The questionnaire survey data made it possible to analyze the student satisfaction with the academic physical education service. We found that the academic communities complement the standard academic physical education service by the following physical education and sports services: (1) elective academic sports; (2) leisure-time sports practices in gyms; (3) University mass physical education and sports / health events; and (4) GTO trainings and physical fitness tests.

Results and conclusion. Based on the questionnaire survey data, we analyzed the students interest in the elective academic sports; leisure-time sports practices in gyms; university mass physical education and sports / health events; and GTO trainings and physical fitness tests. Our main conclusion is that it is via the healthy values and priorities formation efforts that the student communities should be motivated for the academic physical education and sport service on an off-class basis to meet their physical progress and health needs unrelated directly to academic performance. Our study found the following most popular academic physical education service forms: leisure time physical education and sports practices in gyms; university mass physical education and sports / health events; GTO trainings and physical fitness tests; and elective sports in the academic physical education curricula. We found that, despite the relatively high commitment of students of the academic physical education service, some of them face attendance barriers due to gym service non-affordability and some psychological barriers. About half of the sample was found partially or fully uncovered by or disinterested in the academic physical education service. Based on the questionnaire survey data and analysis, we tend to believe that the main contributor to the still relatively low academic physical education satisfaction rates is the poor physical education and sports motivations in the student communities.

Keywords: *academic physical education system, project management technology, dispositions, individual physical progress agenda, student youth.*

Background. Modern academic physical education service may be defined as the combination of interrelated and interdependent physical education institutions and services designed to meet the health improvement and physical progress agendas of the university communities [2]. It is ideally a dynamic open

subsystem of a higher education establishment that needs an efficient management sensitive to the local physical education needs and preferences (dispositions). Such management may be efficient only when the academic physical education service is timely and effectively customized to the communal dispositions [3].



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Results and discussion. The questionnaire survey data made it possible to analyze the student satisfaction with the academic physical education service. We found that the academic communities complement the standard academic physical education service by the following physical education and sports services: (1) elective academic sports; (2) leisure-time sports practices in gyms; (3) University mass physical education and sports / health events; and (4) GTO trainings and physical fitness tests.

1. *Elective academic sports* are reportedly favored by 51.2% of the sample who attend specific sports groups. Note that the leisure time elective sports are naturally played by 93.2% of the Physical Education Department students.

2. *Leisure-time sports practices in gyms* are reported by 63.8% of the sample and 75.3% of the Physical Education Department students. It should be mentioned that more than half of the sample reported attending gyms in their free time. We found significant inter-university differences – apparently due to the academic service specifics. Thus the universities that score academic credits including the elective physical education and sports formats report higher leisure-time sport statistics. It was found, however, that the leisure-time gym practices not always meet the individual physical education and sports / health progress agendas – due to, above all, the students' financial difficulties: some of the respondents reported the gym services being non-affordable for them. It may be also pertinent to mention some psychological barriers reported by the physically unfit students that fail to meet the modern body shape standards – e.g. people with overweight etc.

3. *University mass physical education and sports / health events* are reportedly joined by 61.2% of the sample albeit 18.2% mention a lack of enthusiasm and interest in such actions; and 38.8% reported avoiding such events. Note that this finding falls in conflict with findings of other authors. Thus the

Students Social Support Center of Saint Petersburg National Research University of Information Technologies, Mechanics and Optics reported (as of 2015) only 19% of the students interested and 51% disinterested in the mass physical education and sports events [1].

It is not improbable that the difference is due to specifics of the surveyed universities. We found Belgorod Law Institute (67.6% interested) leading in this aspect and Belgorod State Institute of Arts and Culture being most disinterested in the mass physical education and sports events (20% interested).

4. GTO trainings and physical fitness tests are the most attractive academic physical education service formats for the sample, with 55.7% reportedly interested in this format, 8.4% interested although failing to join for some reasons; and 2.4% unaware of such academic physical education service domain.

It should be mentioned that our questionnaire survey data differ from the prior studies. Thus the Attitudes to Physical Education and Sports Survey by the Students' Social Support Center in 2015 found much lower interest in the GTO trainings and tests, with 27% and 44% of the sample reporting positive and neutral attitudes to the GTO service, respectively [1]. However, these data may be obsolete and the actual situation could have changed for the five years since then as the governmental physical education and sports and health service encouragement policies and practices with the promotion initiatives and incentives (academic credits, insignia, etc.) for the GTO service have been quite effective for this period.

On the whole, 65.3% of the sample reported being satisfied with the academic physical education service; 34.7% reported dissatisfactions with some service aspects; and 7.8% were extremely critical of the existing academic physical education service range and quality.

Conclusion. Our main conclusion is that it is via the healthy values and priorities formation efforts that the student communities should be motivated for the academic physical education and sport service on an off-class basis to meet their physical progress and health needs unrelated directly to the academic performance. Our study found the following most popular academic physical education service forms: leisure time sports practices in gyms; university mass physical education and sports / health events; GTO trainings and physical fitness tests; and elective sports in the academic physical education curricula. However, about half of the sample was found partially or fully uncovered by or disinterested in the academic physical education



service. Based on the questionnaire survey data and analysis, we tend to believe that the main contributor to the still relatively low academic physical education satisfaction rates is the poor physical education and sports motivations in the student communities.

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