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Socio-pedagogical dynamics in boxing education: an in-depth examination of course content, teaching methodologies, and students' satisfaction

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ABSTRACT

This study aimed to explore students' satisfaction with boxing education courses. The study involved 98 sixth-semester university students and examined both the current level of course outcomes and students' expectations regarding the courses. Students' expectations and satisfaction levels were measured using a five-point Likert scale, and mean values were calculated to compare the results. The study was designed using two independent variables—course content and teaching methodologies—and one dependent variable, namely students' satisfaction. In the first stage, the study identified the gap between students' expectations and their actual learning experiences in boxing education courses. The findings revealed a statistically significant gap between students' expectations and their actual experiences regarding course content and teaching methodologies ($p<.05$). Furthermore, students' satisfaction was found to be directly associated with both course content and teaching methodologies ($p<.05$). The study concludes that boxing education courses require a redesign of their course content to make it more student-oriented, together with the implementation of teaching methodologies that effectively complement the course objectives and enhance students' learning experiences.

KEYWORDS

Boxing Course Content; Course Management; Student Satisfaction; Teaching Methodology

1. INTRODUCTION

The increasing popularity of different sports has attracted a wide student audience to sports programs (Raymond Boyle, 2009; Nico Schulenkorf et al., 2016). The programs of traditional physical educations are no longer in a position to match the current needs of the students and sports development (McCaughtry et al., 2006; Turner et al., 2017). Therefore, there exists an urgent need to upgrade sports pedagogical aspects in the domain of sports management (Cooper et al., 2016). Developing an effective sports management program not only requires trained professionals by international standards but also requires sports equipment and facilities along with participation in sports events nationally and internationally (Jones & Jones, 2014). Furthermore, there are several challenges in developing robust sports management courses at the educational institutes level.

Socio-pedagogical field of management deals with physical culture and sports activities in terms of social and educational dimensions. It encompasses the administrative aspect of the sports events, programs, facilities, and initiatives (Dilnoza, 2023). Furthermore, socio-pedagogical management of physical culture and sports also deals with communities' and individuals' interests regarding physical activities and sports. On the community level, socio-pedagogical management creates and promotes physical culture and sports activities for all age groups and genders to engage in sports and physical activities (Morgan et al., 2003; Hills et al., 2015). Moreover, from an educational perspective, socio-pedagogical emphasizes the importance of education in physical culture and sports (Granero-Gallegos et al., 2012). The importance of sportsmanship and fair play, ethics, and teamwork are among the important elements of the field (Bolter et al., 2018).

Socio-pedagogical aspects of the management in physical culture and sports are not limited to the technical aspect and athletic performance. Its scope covers knowledge and understanding of the social and educational aspects of sports management focusing on the generation of health opportunities for the participants in the domain of sports and physical culture (Barreira et al., 2022). Furthermore, educational objectives focus on the development of individuals. Additionally, education plays an important role in socio-pedagogical sports management. The basic aim of the socio-pedagogical programs is to promote physical literacy, sportsmanship, sports ethics, teamwork, personal growth, and character building are the main domains of the field (Bolter et al., 2018). The importance of training, coaching, and sports instructions plays an important role in developing sports skills along with the development of sportsmanship (Ferguson et al., 2013). The socio-pedagogical aspect of management in the field of physical culture and sports encompass the different methodologies and techniques to address the social and educational domains. The purpose of this

study was to assess students' needs regarding sports management and does the course fulfill those needs or requires improvement or replacement of the course contents, and methodologies.

This study was designed with a specific focus on the students' oriented approach to learning. Students were asked about their expectations regarding a course related to the management aspect of sports. The demand for sports managers in Kazakhstan is gaining popularity and shortly country will need trained and qualified sports managers to manage the sports in terms of financial, marketing, legal, and business development perspective. The current management in sports was limited in scope and was insufficient in providing skills and concepts. Therefore, there is a need for an improved course design capable of positively engaging students in the learning process, while ensuring that course outcomes function as a source of motivation.

The objective of this study is to explore the students' expectations regarding the course "boxing techniques and management" and the current level of outcomes from the course. The purpose of this study is to bring improvement and to remove the deficiencies from the course so that students' satisfaction along with improved students' performance can be achieved. The research questions were: 1) Does boxing students' level of satisfaction regarding the courses linked with the teaching syllabus and teachers' teaching methodologies? 2) Is there a gap between boxing students' expectations and their actual learning experiences?

The study proposes a set of hypotheses to examine students' satisfaction with sports course management. It is hypothesised that students are satisfied with the teaching methodologies used in the management of sports courses (H1), while the alternative hypothesis (H1b) states that students are not satisfied with these teaching methodologies. Similarly, it is proposed that students are satisfied with the course content in sports course management (H2), whereas the alternative hypothesis (H2b) suggests that they are not satisfied with the course content. Furthermore, the study hypothesises that students' satisfaction is positively associated with course content (H3), while H3b proposes that there is no positive association between course content and students' satisfaction. Finally, it is hypothesised that students' satisfaction is positively associated with teaching methodologies (H4), whereas H4b states that there is no positive association between teaching methodologies and students' satisfaction.

2. METHODS

2.1. Study Design and Participants

The study was conducted at the Kazakh Academy of Sports and Tourism. Boxing students' need assessment was performed to explore the specific requirements of the students studying in semester 6 and the management in sports course from the seventh semester was selected from the curriculum. The interview technique was used to assess the needs of students in the domain of sports management. Furthermore, based on the results course contents and methodologies were improved. The study also focused on the specific needs of disabled students and the course contents were designed with a gender-inclusive approach with specific attention towards cultural sensitivity. The study encompassed 98 students from the 6^{th} semester. We have measured the current level of course outcomes and students' expectations regarding the course. Students were asked about the fractures, contents, and methodologies they prefer regarding the management in sports courses and the current level of outcomes against mentioned parameters. The students' expectations and satisfaction were measured on five scale Likert and mean values were calculated to measure and compare the results.

2.2. Instruments and Procedures

The following five steps were carried out:

- *Step 1: Assessment of students' expectations.* The first step involved the identification of students' expectations with the course program, this study use students' focus approach to develop the new course based on their suggestions. Students' suggestions and expectation was used as a baseline to develop a new course program.
- *Step 2: Assessment of actual students' experience.* In the second step, actual students' experiences were assessed to explore the level of effectiveness of the current course. The purpose of this assessment was to identify the areas that require improvement.
- *Step 3: Identification of Gap.* In the third step, the gap between the actual experiences of students and the expectation that students had about the course was measured. The gap results help to identify the level of deficiencies with the current course program (Management in Sports).
- *Step 4: Exploration of the association between variables.* In the fourth step, the association between research variables was explored that is the association between students' satisfaction, course content, and teaching methodologies. Students' satisfaction was taken as a dependent

variable, and course content and teaching methodologies were taken as an independent variable.

- *Step 5: Addressing the Gap.* In the fifth step, the deficiencies were addressed with a new improved course program with updated course contents and teaching methodologies.

The research model (Figure 1) was designed in line with the study objective. Model 1 was used to assess the relationship between the independent variables (course content and teaching methodologies) and the dependent variable (students' satisfaction).

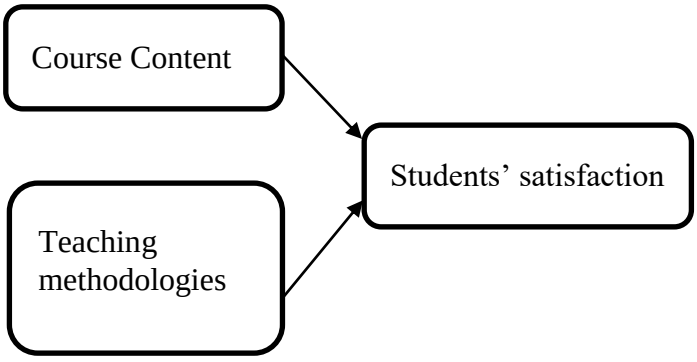
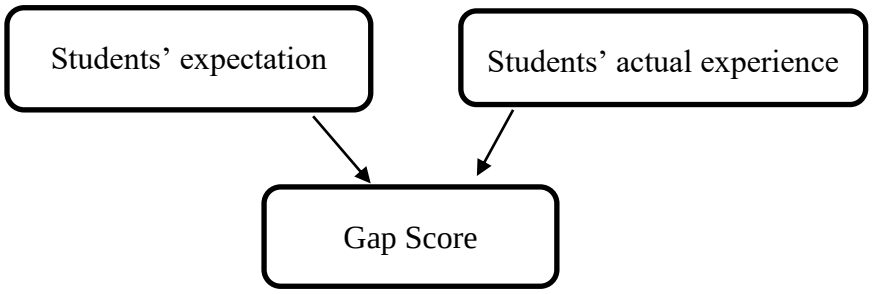


Figure 1. Research Model 1 (Hypotheses 3, 3B-4, 4B).



Note. *Equation 1: Students' expectation - Students' actual experience = Gap Score. SE – SAE = GS*

Figure 2. Research Model 2

All constructs and items were measured on a five-point scale ranging from 1-Highly Satisfied, 2-Satisfied, 3-Neutral, 4-Dissatisfied, 5-Highly dissatisfied.

Students' expectations regarding sports management courses were assessed using a self-developed closed-ended questionnaire consisting of 24 items. Reliability was evaluated using

Cronbach's alpha through reliability analysis in SPSS v27. Three items were removed to improve internal consistency, resulting in a Cronbach's alpha value of $\alpha = 0.88$.

Students' actual experiences with sports management courses were measured using a self-developed closed-ended questionnaire consisting of 35 items. Reliability analysis was conducted in SPSS v27 using Cronbach's alpha. Eight items were removed to enhance reliability, resulting in a Cronbach's alpha value of $\alpha = 0.86$.

Teaching methodologies were assessed using a self-developed closed-ended questionnaire consisting of 32 items, focusing on their effectiveness in sports management courses. Reliability was evaluated using Cronbach's alpha in SPSS v27. Eight items were removed to improve internal consistency, resulting in a Cronbach's alpha value of $\alpha = 0.89$.

Course content was assessed using a self-developed closed-ended questionnaire consisting of 29 items, examining its effectiveness in sports management courses. Cronbach's alpha was calculated using SPSS v27. Seven items were removed to improve reliability, resulting in a Cronbach's alpha value of $\alpha = 0.90$.

Students' satisfaction was measured using a self-developed closed-ended questionnaire consisting of 24 items. Reliability was assessed using Cronbach's alpha in SPSS v27. Two items were removed to improve internal consistency, resulting in a Cronbach's alpha value of $\alpha = 0.87$.

2.3. Statistical Analyses

The statistical analysis was performed using IBM SPSS Statistics version 27.0 (IBM Corp., Armonk, NY, USA). Descriptive statistics, including means and standard deviations (SD), were calculated to summarize students' expectations and actual experiences regarding course content, teaching methodologies, and facilities. To determine the gap between students' expectations and their actual experiences, a gap score was calculated using the formula: Gap Score = Students' Expectation – Students' Actual Experience. Positive gap values indicated discrepancies between expected and perceived course outcomes. The internal consistency of all self-developed questionnaires was assessed using Cronbach's alpha reliability analysis, with values ≥ 0.70 considered acceptable for reliability. To examine the relationships between the independent variables (course content and teaching methodologies) and the dependent variable (students' satisfaction), multiple linear regression analysis was conducted. Model fitness was evaluated using R, R^2, adjusted R^2, and ANOVA (F-test) to determine the overall significance of the regression model. Additionally, Pearson's correlation analysis was performed to assess the strength and direction of the associations

among course content, teaching methodologies, and students' satisfaction. For all inferential analyses, statistical significance was established at $p < 0.05$.

3. RESULTS AND DISCUSSION

Table 1 shows the comparative mean scores between students' expectations and students' experience.

Table 1. Comparison of students' expectations, actual experiences, and gap scores across study dimensions

Dimensions	Students' expectation (Mean)	SD	Students' actual experience (Mean)	SD	Gap Score
Teaching Methodologies	5.423	1.414	3.689	1.371	1.733
Course Contents	6.151	1.094	2.855	1.114	5.037
Facilities	7.322	1.373	6.978	1.097	6.224

The students' expectations regarding teaching methodologies had a mean score of 5.423, whereas the actual experience mean score was 3.689, resulting in a negative gap of 1.733. This dimension requires improvement, as students are not satisfied with the current teaching methodologies, which is also supported by João Bessa et al. (2021); Iserbyt et al. (2016).

Moreover, students were also dissatisfied with the course content of the program, as the expected mean score was 6.151 compared to the actual mean score of 2.855, resulting in a gap of 3.296.

Students were also not satisfied with the facilities associated with the management of sports programs. An expectation mean score of 7.322 was obtained compared to the actual mean score of 6.978; however, this gap was marginal. Therefore, Hypotheses 1 and 2 are not supported, whereas Hypotheses 1b and 2b are supported. In the following, Table 2 shows the strength of the model.

Table 2. Multiple regression model summary predicting students' satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835[a]	.698	.681	.45762

a. Predictors: (Constant), Course contents, Teaching methodologies

It was observed that the model had a strength of 83.5%, which falls within the acceptable range. The 83.5% model strength indicates that the model can explain the variance in students' engagement through the independent variables of course content and teaching methodologies, as also

stated by João Bessa et al. (2020). Table 3 presents the ANOVA results for the regression model. The model was statistically significant ($F = 40.408$, $p < .001$), indicating that the overall regression model significantly predicts the outcome variable (students' satisfaction).

Table 3. ANOVA results for the multiple regression model

Model		Sum of Squares	df	Mean Square	F	p value
1	Regression	16.924	2	8.462	40.408	.000[b]
	Residual	7.329	35	.209		
	Total	24.253	37			

a. Dependent Variable: Integration
b. Predictors: (Constant), Course Content, Teaching methodologies

Below, Table 4 presents the regression coefficients for the relationships between the dependent and independent variables.

Table 4. Regression coefficients for predictors of students' satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	p value
		B	Std. Error	Beta		
1	(Constant)	.680	.408		1.665	.000
	Course content	.914	.154	.016	1.292	.000
	Teaching methodology	1.260	.250	.848	5.032	.000

a. Dependent Variable: students' satisfaction

The results indicate a positive and statistically significant relationship between students' satisfaction (dependent variable) and both course content ($\beta = .914$, $p < .001$) and teaching methodologies ($\beta = 1.260$, $p < .001$). These findings highlight the importance of course content and teaching methodologies in influencing students' satisfaction. Therefore, hypotheses H3 and H4 were supported, whereas hypotheses H3b and H4b were rejected. The present findings are consistent with those of Al Awamleh (2020), who reported a positive relationship between students' satisfaction and blended learning in sports schools. Table 5 presents the Pearson correlation analysis among the study variables. Teaching methodologies showed a strong positive and statistically significant correlation with course content ($r = .804$, $p < .001$). Furthermore, students' satisfaction demonstrated a very strong positive correlation with course content ($r = .962$, $p < .001$) and a strong positive correlation with teaching methodologies ($r = .653$, $p < .001$).

Table 5. Pearson correlation matrix among course content, teaching methodologies, and students' satisfaction

		Course content	Teaching methodologies	Students' satisfaction
Course content	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	98		
Teaching methodologies	Pearson Correlation	.804**	1	
	Sig. (2-tailed)	.000		
	N	98	98	
Students' satisfaction	Pearson Correlation	.962**	.653**	1
	Sig. (2-tailed)	.000	.000	
	N	98	98	98

Note. ***. Correlation is significant at the 0.01 level (2-tailed).*

These findings indicate that course content, teaching methodologies, and students' satisfaction are positively associated, suggesting that the development of an effective course requires simultaneous attention to all three dimensions. Furthermore, effective teaching depends on well-designed course content, while students' satisfaction is influenced by both the quality of the course content and the appropriateness of the teaching approaches. These findings are consistent with previous studies by Iserbyt et al. (2016); Bessa et al. (2021).

The findings indicate that hypotheses H1 and H2 were not supported, confirming that students were not satisfied with the current teaching methodologies and course content. In contrast, hypotheses H3 and H4 were supported, demonstrating that both course content and teaching methodologies were positively associated with students' satisfaction. Overall, these results highlight the importance of improving both curricular content and instructional approaches to enhance students' learning experiences and satisfaction.

4. CONCLUSIONS

The results of the present study indicate that students were not satisfied with the current course content and teaching methodologies used in sports management courses. Furthermore, students' satisfaction was found to be positively associated with both course content and teaching methodologies. These findings suggest that the current structure of sports management courses does not fully meet students' expectations and therefore requires modifications that better align with the scope of the discipline and learners' needs.

Designing effective course content alone does not guarantee improved student performance or satisfaction, as teaching methodologies also play a critical role in the learning process. Therefore, an effective course should maintain an appropriate balance between well-designed course content and teaching approaches that are aligned with students' learning levels and educational needs.

The gap analysis of the three evaluated dimensions—teaching methodologies, course content, and facilities (including classrooms and technological equipment)—revealed significant differences between students' expectations and their actual experiences, highlighting important areas for improvement.

Future research is recommended to explore the impact of students' motivation on course selection, as well as the long-term applicability and effectiveness of sports management courses.

5. RECOMMENDATIONS

Based on the findings of this study, several recommendations are proposed. First, educational institutions should adopt a student-centered approach to improve students' learning experiences and overall satisfaction. Emphasizing students' needs, expectations, and active participation in the learning process can contribute to a more engaging and effective educational environment.

Second, course content should be designed and updated in accordance with students' expectations as well as the requirements of the practical professional environment. Aligning academic content with industry demands can better prepare students for future professional challenges and enhance the relevance of sports programs.

Finally, teaching methodologies should be carefully aligned with both the course content and students' learning levels to maximize educational effectiveness. Appropriate and adaptive teaching strategies can improve students' understanding, engagement, and academic performance.

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AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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