

# COMPARISONS OF THE SATISFACTION TOWARDS THE SOCCER CLASSES BETWEEN PHYSICAL EDUCATION (P.E.) AND NON-PHYSICAL EDUCATION (NON-P.E.) STUDENTS IN KOREAN UNIVERSITIES

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## **Introduction**

The students in university would be able to select a football class as a major module for P.E. students or an additional module for non-P.E. students. As long duration of football classes in past, the educational contents have to be evaluated for students. However, there are no relevant studies for the further development of contents in the football classes in Korea. The main purpose of the study was to compare the satisfaction of soccer classes between P.E. and non-P.E. students in Korean universities

## **Methods**

In order to collect the data, the survey questionnaires were designed for this study that the degree of satisfactions on educational contents, lecturers, facilities by the P.E. and non-P.E. students were considered. Moreover, the satisfactions on the educational contents, lecturers and facilities were compared within the frequencies of soccer after the class. Totally, 422 subjects were chosen that 250 P.E and 172 non-P.E. students were involved. The One-way ANOVA and Independent T-test were used to determine the data statistically.

## **Results & Discussion**

As the results, there were significant differences found in this study as below;

(1) There were significant differences of experience on football playing, timetable of major/minor classes and the practice time spent after the class between P.E. and non-P.E. students ( $p < .05$ ). (2) There were significant differences on the opinion how fairly classes have operated between P.E. and non-P.E. students ( $p < .05$ ). (3) There were significant differences of the satisfactions on the educational materials and the environment out of classes for practice between P.E. and non-P.E. students ( $p < .01$ ). (4) There were significant differences on believes to instructors' ability between P.E. and non-P.E. students ( $p < .05$ ). (5) There were significant differences on educational contents, teaching materials, believes to instructors' ability regards the experience of football ( $p < .05$ ). (6) There were significant differences on educational contents, believes to instructors' ability regards the practice time after the class ( $p < .05$ ).

## **Conclusion**

The educational curriculum of football for P.E. & Non-P.E. students were similarly conducted in Korean universities. So, the consistency of educational contents was appeared in both classes. It is necessary to modify the specific contents for the classes that the Non-P.E. students could understand the football easily with specified contents.