

**THE CONTENT ANALYSIS OF THE DISCIPLINE "BASICS OF  
STATE AND LAW. LEGISLATION IN SPORT " AND  
EVALUATION OF IT'S TEACHING QUALITY WITHIN THE  
PROFILE FACULTIES**

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**Keywords:** content analysis, study discipline, quality, teaching, learning, evaluation

**Summary**

The development of teaching and education science is directly related to pedagogical research. The research in pedagogy is performed by professional researchers, but it can also be done by teachers at all levels of education, equally concerned to ensure the organization and effective conduct of the educational work and investigation of teaching phenomena in order to optimize it, introduction and realization of innovations in education; therefore it is necessary to initiate future teachers not only in methodology training and education, but also in the pedagogical research. Any technique of sociological research must be characterized by objectivity, be systematic, to allow the reaching of the same results when re-investigation is done by someone else. In order to fulfill these requirements, the content analysis procedure must have a specific character, clear, the technique utilization algorithm must be not only correct but also clear exposed, but on the other hand the entire communication content to be classified according to the system of analysis categories.

**Introduction**

Content analysis can be described as a set of techniques research of an object, techniques which, through systematic and objective analysis methods, gives a qualitative information about object research. The method involves a request of theorizing to make sense of some facts and past them into explicative contexts. We understand theorizing as the process of comprehension (understanding), interaction or contextualization. [1].

Starting from the earliest perspectives on specific content analysis of B. Berelson, one of the sociologists who has contributed the most to

the development of technique, believes that "content analysis is a research technique that aims to describe the systematic, objective and quantitative manifest content of communication "[2].

In our research we have not proposed to make an analysis of communication content in the learning process of the discipline of study, but we tried to approach this technique in terms of evaluation the quality of its teaching, to identify the most effective learning units from the perspective of students, the modalities and techniques for learning the didactic proposed material, components of the evaluation, development the evaluation techniques and implementation of the evaluation process, thus bringing, innovative elements specific to axis scientific-methodological - technical teaching, learning and evaluation without requiring an exhaustive exposure.

Reviewing the examined issues in our study by using the content analysis mainly has served as a source of identification the requirements of students from faculties in study discipline and "Basics of State and Law.Legislation in sport". For example, the content analysis of educational institutions from the university may reveal the extent to which they, as formulated are capable of condensing information, succinct but relevant, essential for learning, suggesting graphic coverage ways of science concepts used in discipline by the students during study.

Evaluation of the education quality through the student opinion is part of the quality system implemented in the State University of Physical Education and Sport from Moldova (there are internal rules and procedures in this regard) and the discipline of analyzed study is only part of the audit quality conducted by teams from faculties.

### **The research hypothesis**

By making the content analysis of study discipline, quality of evaluation it's teaching, can contribute to the continuous improvement of methods and techniques of learning by determination, activities and enriching the students communication, the identification of concrete solutions in tasks, engaging in free, open, creative, constructive discussions and developing higher cognitive mechanisms: thinking, memory, imagination, innovation.

### **Teaching methodologies**

Teaching methodologies that we have applied in the research were selected to confirm the hypothesis of factual material and process. Thus, the methods selected are: investigation, introspection, systematic observation, analysis the products activity, graphical method.

The sample of participants are students from faculties that have within the study program curriculum "State and Law Basics. Legislation in Sport" with a contingent of about 89 people. To obtain the information about the level of their knowledge and skills, including their degree of involvement in the educational process we used the following research tools: knowledge tests, questionnaires, worksheets, portfolio.

Discipline content analysis study was monitored by the quantitative type, seeking accumulation of raw data, frequency analysis of the themes and concepts, symbols. Also this analysis is a structural one, in that it involves reflection inter-relationships between the different themes of content (learning units); these relationships may be complementary or integrated with some interferences. In Figure 1 we show schematically content analysis of the subject " State and Law Basics. Legislation in Sport".

Treating didactic material actually means the coding. The coding corresponds to changes made after strict rules and principles – of data and information from text. Coding organization includes three elections (the analysis of quantitative and categorical): decoupage - choice learning units; enumeration and classification. In terms of teaching quality evaluation study discipline " State and Law Basics. Legislation in Sport " can mention that this operation was carried out by: identifying the components of the evaluation, development and implementation techniques for the evaluation process, thus bringing the response elements that reveals the essential questions of scientific-methodological and technical focus of the assessment, without pretending to make an exhaustive, being given the scale and complexity of the problem addressed.

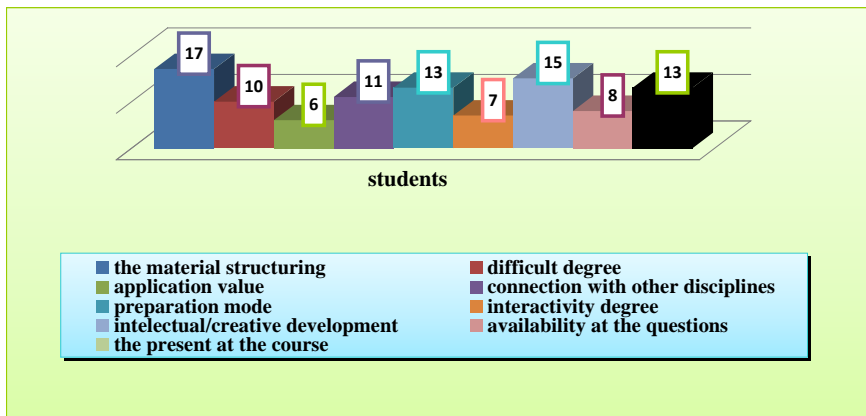
The theory and practice of evaluation in education records a wide variety of approaches and understanding of evaluative action (Bonniol, Vial, 1997) [3]. They are nuanced in terms of understanding the nature of this process, which represents the subject of evaluation activities, functions they perform, broad strategy for achieving (Radu I.T., 2000; Meyer, 2000; Vogler, 2000) [4,5,6]. Without going in the deepen conceptual analysis of the phenomenon of "evaluation" we only mention that, in our opinion, "evaluate" leads to the idea of value (price) and

estimation (measurement) activity student, professor, department, of organization education in general (Plato, 1997) [7].

Below are the results of the analysis of applied questionnaires to students who have completed the curriculum content of discipline learning the planned program.

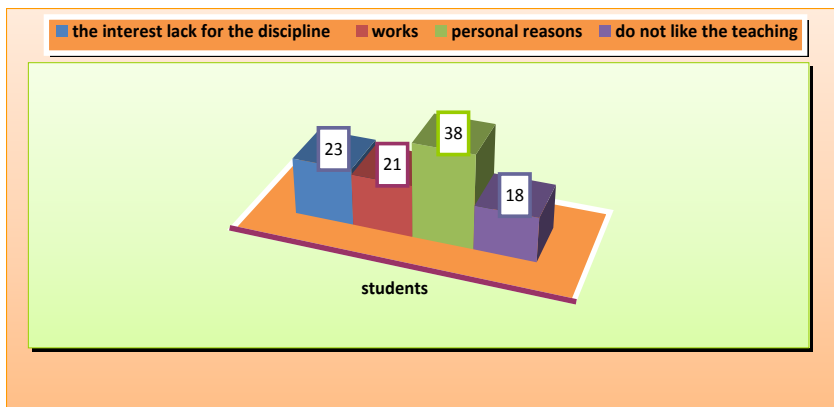
- The exploitation of the didactic material
- Interpretation
- Conclusions
- The synthesis and result selection
- Statistic operations
- The results management and interpretation
- The administration of the teaching techniques and methods
- Learning units formation
- The reading of the discipline contents "State and law basics. Legislation in sport"
- Dimensions and analysis ways
- The didactic material selection and specific documents of the teaching-learning-evaluation process
- PRE-ANALYSIS
- The index identification of the learning –teaching-evaluation
- The objectives formulation of the teaching-learning-evaluation
- The indicators elaboration of the learning unities evaluation
- The systematization rules of the learning unities
- The material preparation
- Evaluation (testing, questionnaire application of working files, portfolio realization)
- Other directions for a new analysis
- Utilization of the content analysis results in theoretical or pragmatic aims

Within the questionnaire, it were questions regarding the structuring of the didactic material at the reference discipline, the content difficult grade, the volume of the subject, the applicative value, the connection with other disciplines, the teaching way, the teaching rhythm, interactivity grade, the intellectual and creative development, the willingness at the questions, the presence at the course. In figure 2 we present graphically the answers in percentage values regarding these aspects observed through the questionnaires application.



*Fig. 2. The answers regarding the evaluation indicators of the reference discipline teaching quality*

In figure 3 we present the students reasons for their absences registered at the course, respectively from these ones we can notice: the lack of interest for the study discipline in question (23%), works in a institution as an employee(21%), personal reasons (38%), do not like how is assured the teaching (18%).



*Fig. 3. The students' reasons for their registered absences at the course*

In the table 1 we present the extract from the observations lists of the students regarding the studied disciplines according to the program. The presented information are the ones referring to the monitored discipline and also the offered scores on a scale of values from 1 till 5.

**Table 1. Extract from the students observations lists**

Nr. crt.	Observation	Offered score
1.	The course is not sufficiently clear, it is taught very quickly and contains few examples in comparison with what is asked at the exam	3
2.	The course proceeded very good, but the teacher tried through all the methods to understand the material, inclusively solved types, well explained .	2
3.	. The information volume was too ample, which did not allow its fully covering at the seminar. In this way not all the material aspects are important, but through the renouncement of some information, the discipline would be easier to acquire.	3
4.	Few examples. The exercise was not highlighted.	2
5.	At the courses should not be read the power-point presentations but it should be explained the material for everyone understanding.	4
6.	The teacher pedagogical abilities are low	1
7.	Theory excess of the didactic material	4
8.	The detainments in the curriculum adaptation at the economic life requirements	3
	The material was not taught and neither the exam material was complete. At the seminar the teacher's interest was totally absent for the discipline understanding. It was not seen the applicative part of this material.	1
10.	The relevance of this course for a student that wants to develop his career strictly on the research\development is low.	2
11.	A very good documentation, a very good sustain from the teacher's part, greater practical importance.	4
12.	The students practical abilities development through the knowledge assimilation at the study discipline.	2
13.	The material is particularly interesting, but we do not like the teaching style and we chose to study by ourselves	3
14.	It is a particularly important course, that all the students should come. We would like the course to be more interactive.	3
15.	It was not a raised presence at the course, because it was not sufficiently interactive. Although the material is not difficult, the explanations at the course are not sufficiently able to clarify the applicability of those presented.	3

### **The results analysis**

The students appreciate the feedback method on the basis of the questionnaires, as we could assert through the sincerity of the given answers. Although it was not done the present study object, however we considered necessary to include also the questionnaires' results regarding the presence. Unfortunately we noticed that the presence decreases once with the studies years evolution. On the other hand, it is a pity that some students declare are not interested in this course and that's why they do not go. Also, once with the studies years evolution increases also the others proportion which declare that they do not have presence due to the employment.

Another important aspect mentioned by the students is the huge volume and too theorized of the course content and the applications part is not effectuated on the basis of the theory profound preparation taught at the course. It results the decrease of applications value through the low existence of the legal types from the sports practice. A positive aspect remarked is the one referring to the students intellectual and creative development degree .In the context where the students are still less habituate with the ( intellectual and not merely) effort, we consider that this discipline has the requirements for the students involvement in the practical and concrete solution of some legal issues, which trains the thinking, memory, imagination, innovation.

**In conclusion** we can assert that it is imposed from the part of the teachers, trained in the educational process within SUPES is to contribute at the teaching contents accessibility , as a curriculum making technique founded on the principle, that the essential request of any curricular program is to assure “ the correspondence between teaching contents and tasks on the one hand, and the time and the students teaching possibilities on the other hand” ( F.Voiculescu, 2004). Moreover the admittance and encouragement of the students teaching individual movements according to the abilities and reasons will contribute essentially to the increase of the graduates jobs from SUPES.

At the same time the assurance of the quality organizational framework and curricular will assure an efficient selection of the university or professional educational route and it is required to be achieved also through an appropriate teaching of the learning unities.

The evaluation process of the students gratification degree should be generated as from the interior of the university as well as from the exterior. The information associated with the client’s gratification is as the basic entrance\exit data that the university should include them in its monitoring and measuring process. Therefore, it should be set up a system of information and data procurement, regarding its analysis and therefore the own performance System of Quality Management, correlated with the entrance\exit data characteristics of the other identified processes within its framework.

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**ANALIZA DE CONȚINUT A DISCIPLINEI „BAZELE  
STATULUI ȘI DREPTULUI. LEGISLAȚIE ÎN SPORT” ȘI  
EVALUAREA CALITĂȚII PREDĂRII ACESTEIA LA  
FACULTĂȚILE DE PROFIL**

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**Cuvinte cheie:** analiza de conținut, disciplina de studiu, calitate, predare, învățare, evaluare

**Rezumat:**

Dezvoltarea științei pedagogice și nemijlocit a învățământului este legată de cercetarea pedagogică. Cercetarea în domeniul pedagogiei este



efectuată de cercetători profesioniști, dar ea poate fi realizată și de cadrele didactice de la toate nivelurile de învățământ, preocupate în aceeași măsură de asigurarea organizării și desfășurării eficiente a activității instructiv-educative și de investigarea fenomenelor pedagogice în vederea optimizării lor, a introducerii și realizării inovațiilor în învățământ; de aceea se impune inițierea viitorilor educatori nu numai în metodologia instruirii și educării, ci și în cea a cercetării pedagogice. Orice tehnică de cercetare sociologică trebuie să se caracterizeze prin obiectivitate, să fie sistematică, să permită obținerea aceluiași rezultat în cazul reluării cercetării de către altcineva. Pentru ca aceste cerințe să se poată îndeplini trebuie ca procedura analizei de conținut să aibă un caracter specific, explicit, algoritmul utilizării tehnicii să fie nu numai corect, dar și clar expus, iar, pe de altă parte, întregul conținut al comunicării să se clasifice în conformitate cu sistemul de categorii de analiză.