

Students' Perceptions of Teaching Sports Facilities Management: Taibah University as a Case Study

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Abstract:

Sports facilities management is a vital field that requires a balance between theoretical knowledge and practical skills to ensure management efficiency. With the increasing interest in sports, it has become necessary to provide educational programs that meet the needs of this sector. Through the Sports Facilities Management course, Taibah University seeks to provide students with the skills necessary for success. The present study aims to evaluate the level of satisfaction of male and female students with the Sports Facilities Management course at Taibah University, as a tool for qualifying graduates capable of managing sports facilities effectively. The questionnaire included several sections, including the course plan, the performance of faculty members, and the availability of educational resources. Data from 70 male students and 38 female students were analyzed using the SPSS program. The findings showed that the majority of male and female students were satisfied with the course, as the approval rates ranged between 92.29% and 96.84%. Female students showed a higher level of satisfaction compared to their male counterparts, without statistically significant differences, indicating the equivalence of the educational experience. The clarity of the curriculum and the availability of educational resources had a positive impact on student satisfaction, while the need to enhance interaction between students and faculty members through office hours or academic consultations emerged. The study recommended developing teaching methods, updating educational content, and enhancing academic support to ensure that courses are compatible with labor market requirements. It also emphasized the importance of periodic evaluation of courses to ensure the continuity of educational quality. The results reflect high satisfaction with the course and the university's efforts to provide high-quality education, with opportunities for continuous improvement.

Keywords: Sports facilities management, quality of education, curriculum development, teaching, Taibah University.

Introduction

Student satisfaction with courses is one of the main indicators of measuring the quality of the educational process in higher education institutions. This satisfaction reflects the extent to which curricula meet students' academic expectations, and is considered an essential factor in enhancing students' commitment and interaction with educational programs. Universities rely on student satisfaction as an indicator of the effectiveness of academic programs and the quality of faculty performance, as achieving high student satisfaction is directly linked to improving academic performance and reducing dropout rates (Nguyen et al., 2023; Alzahrani & Seth, 2021)

In the context of education, academic research has witnessed a remarkable development in understanding the factors that affect student satisfaction, especially in specialized disciplines such as sports facilities management. This specialty is one of the fields that require a balance between theoretical knowledge and practical skills, which imposes special challenges in designing and delivering courses to students (Madani et al, 2020). Sports facility management requires a deep understanding of management fundamentals, along with familiarity with the unique needs of sports facilities that range from sports clubs, stadiums, and recreational facilities. Therefore, it becomes necessary to provide curricula that are compatible with the requirements of this unique specialization and meet students' expectations (Fried, 2020). Recent literature indicates that student satisfaction is affected by several key factors, most notably the quality of courses, the competence of faculty members, the availability of educational resources, and the effectiveness of accompanying teaching activities. For example, studies have found a strong relationship between students' interaction with course materials and their overall satisfaction with the course (Martin & Bolliger, 2018). In addition, recent research indicates that the quality of teaching and interaction with professors play a major role in shaping students' academic experience (Al-Tamimi, 2020; Al-Qudah, 2021). These factors contribute significantly to enhancing students' satisfaction with their educational experience. Taibah University is one of the leading universities in Saudi Arabia, offering a variety of academic majors that aim to provide students with the knowledge and skills necessary to meet the challenges of the changing labor market. Among these majors is the Sports Sciences and Physical Activity program, which aims to prepare students to manage sports facilities with high efficiency (Taibah University, 2024). However, the biggest challenge remains the extent to which this program meets students' expectations and their ability to benefit from the educational content to achieve their career aspirations. A study entitled "Evaluation of the Quality of E-Learning and its Impact on the Degree of Satisfaction of University Students: A Case Study of Taibah University in Saudi Arabia" (Al-Qudah, 2021) showed that the general trend towards the quality of e-learning at Taibah University was high with an arithmetic mean of (3.897) out of (5), and student satisfaction with e-learning was high with an average of (4.128). The study recommended that Taibah University should continue to adopt e-learning as a strategic option and review the best global practices in this field.

Evaluating student satisfaction with academic programs is a crucial element in identifying strengths and weaknesses in the educational process. A study entitled "Factors Influencing Student Satisfaction with E-Courses at the Saudi Electronic University" (Al-Saadoun, 2020) showed that interaction with content, faculty, students, and technology play a direct role in influencing the level of student satisfaction with the e-courses available at the university. The study also showed a relationship between the level of satisfaction and students' academic achievement.

In addition, recent literature indicates that there are noticeable differences between male and female students' satisfaction with academic courses. A study entitled "Differences between male and female students of the Department of Libraries, Documentation and Information in Academic Motivation and Satisfaction with the Major" (Al-Sayed, 2022) showed statistically significant differences between the average scores of male and female students on the scale of satisfaction with the major, as the differences were significant in the direction of female students, indicating that female students are more satisfied with the major compared to male students. Hence, the importance of the current study, which aims to analyze the extent of male and female students' satisfaction with the Sports Facilities Management course at Taibah University. This will be done by evaluating their opinions about the course through several main axes, which are the course, the performance of the course professor, educational resources, and

teaching activities. A precise statistical analysis will also be used to determine the differences between male and female students' satisfaction and provide recommendations to improve the quality of education in this field.

Statement of the Problem

The quality of educational courses and their impact on the level of student satisfaction are pivotal issues that directly affect the effectiveness of the educational process and student performance. In the context of university education, student satisfaction is one of the main indicators that reflect the success of academic programs and teaching efficiency. Accordingly, failure to achieve high levels of satisfaction among students can lead to negative repercussions, such as low motivation towards learning, high rates of academic dropout, and a decline in the academic reputation of the educational institution (Sabaa, 2021). These challenges are of particular importance in light of the rapid changes in educational requirements and student expectations. In the field of sports facilities management, which is witnessing an increase in importance at the academic and professional levels, the quality of teaching and curriculum design play a crucial role in achieving student satisfaction. This specialization requires students to acquire a combination of theoretical knowledge and practical skills, which makes it necessary for courses to be designed to provide this vital balance between theory and application. However, achieving this balance is a challenge, especially in Arab universities where this specialization is still in its early stages of development. Therefore, it becomes important to study the effectiveness of the courses in meeting these requirements and student expectations (Al-Otaibi, 2024).

Taiba University, as one of the leading universities in the Kingdom of Saudi Arabia, offers a variety of courses, including the Sports Facilities Management course. However, questions remain about the effectiveness of this course in meeting students' aspirations and achieving their academic satisfaction. Recent literature indicates that student satisfaction is influenced by a range of factors, including the quality of courses, the competence of faculty members, the availability of educational resources, and the effectiveness of teaching activities (Al-Qudah, 2021). However, there are still gaps in research that examines these factors in depth in the context of Taibah University and the Sports Facilities Management program in particular (Al-Hadith, 2014).

One of the key issues facing Taibah University is how to ensure that the Sports Facilities Management program meets student expectations in light of the challenges facing education in the Kingdom of Saudi Arabia. In light of Vision 2030, which seeks to develop the educational system to keep pace with international standards, achieving student satisfaction becomes of paramount importance. Improving the quality of education and interacting with students' needs contributes to achieving the vision's goals, especially with regard to developing human competencies that can compete globally (Ministry of Education, 2024). The problem of the study is the need to understand the factors affecting student satisfaction with the Sports Facilities Management Program at Taibah University, and to evaluate the effectiveness of the courses and the performance of faculty members in achieving this satisfaction. This includes analyzing the quality of courses, evaluating the performance of faculty members, the availability of educational resources, and the effectiveness of teaching activities (Al-Qudah, 2021). The educational environment at Taibah University is affected by many internal and external factors, including shifts in national education strategies, global market pressures, and the expectations of students and parents. Studies indicate that there are differences between the expectations of male and female students regarding the quality of education and courses (Quality of Education, 2021). This discrepancy in expectations may lead to differences in satisfaction levels between the genders, which calls for in-depth study to understand these differences and develop educational strategies that respond to these challenges (Al-Bouqari et al., 2015). Another challenge facing the Sports Facilities Management program is the gap between what students study at university and what they need in the labor market. Graduates often face difficulties in applying what they have learned theoretically in a practical work environment, which raises questions about the suitability of current curricula to market requirements, and whether there is a need to redesign these curricula to better meet these requirements (Al-Ruwais, 2019). This study aims to analyze the satisfaction of male and female students with the Sports Facilities Management program at Taibah

University, focusing on gender differences in satisfaction levels. This includes studying the factors that affect the satisfaction of both male and female students, and analyzing whether these factors differ based on gender. This analysis will contribute to providing a comprehensive view of the effectiveness of the program and its ability to achieve its educational objectives, and to suggest necessary improvements.

This study is of particular importance in light of the challenges facing education in the Kingdom of Saudi Arabia, especially in the field of sports facilities management. Through a deeper understanding of the factors that affect student satisfaction, Taibah University can improve its academic programs and provide high-quality education that meets the expectations of students and society. Moreover, the expected results of this study will be of value to decision-makers at the university, as they can be used to develop effective educational policies that contribute to improving the quality of education and increasing student satisfaction.

The quality of academic courses and student satisfaction are vital issues that require great attention from universities. For Taibah University, understanding student satisfaction with the Sports Facilities Management program is essential to improving the quality of education and developing academic programs. The results of this study will contribute to shedding light on the factors that affect student satisfaction and providing practical recommendations to improve the quality of education in this vital field.

Objectives of the Study

The main objectives of this study are to:

1. Analyze the statistically significant differences between male and female students' satisfaction with the Sports Facilities Management course at Taibah University with regards to the curriculum, instructor, resources, and teaching activities, via:
 - A) Identifying the extent of students' satisfaction with the Sports Facilities Management course at Taibah University with regards to the curriculum, instructor, resources, and teaching activities.
 - B) Identifying the extent of female students' satisfaction with the Sports Facilities Management course at Taibah University with regards to the curriculum, instructor, resources, and teaching activities.

Key Terms of the Study

This study utilizes the following key terms:

- *Student Satisfaction*
In this study, student satisfaction will be measured through a specially designed questionnaire that includes questions related to the course, professor performance, educational resources, and teaching activities. Satisfaction will be assessed using a five-point Likert scale ranging from “completely dissatisfied” to “completely satisfied”.
- *Sports Facility Management*
This term in the study refers to the academic course taught at Taibah University, which aims to provide students with the knowledge and skills necessary to manage sports facilities effectively.
- *Course Curriculum*
The course in this study refers to the educational content and units that it is taught within the Sports Facilities Management program at Taibah University, and its quality will be evaluated through a student questionnaire.
- *Course Instructor*
In this study, the performance of the course instructor is evaluated through students' opinions about teaching efficiency, ability to communicate, and providing academic support.
- *Educational Resources*
Educational resources in this study refer to all the resources provided to students in the Sports Facilities Management course at Taibah University, and will be evaluated based on the extent of their availability and educational benefit as seen by students.
- *Teaching Activities*
In this study, teaching activities will be evaluated through a questionnaire that evaluates students' opinions on the activities used in the Sports Facilities Management course, such as presentations, group projects, and practical exercises.

These terms are essential for understanding the scope and context of the present study.

Methodology of the Study

This section outlines the methodology and methods employed in this study to investigate the level of satisfaction of male and female students with the Sports Facilities Management course at Taibah University.

- *Study Methodology*

The descriptive analytical method was chosen as the most appropriate for studying student satisfaction and analyzing the differences between different categories. This choice was logical given the study objective, which focused on analyzing the level of satisfaction of male and female students with the "Sports Facilities Management" course and identifying gender differences in their evaluation of the course and its performance.

- *Study Community*

The study community consisted of all male and female students enrolled in the "Sports Facilities Management" course during the first semester of the academic year 2024 at Taibah University, within the Department of Sports Sciences and Physical Activity. At the time of the study, the total number of students registered in the course was 150. The community was selected based on convenience sampling, which included all students who were enrolled in the course during the specified semester. This method was chosen for its practicality, allowing for easy access to participants while ensuring a diverse group of male and female students from different academic backgrounds. This diversity enhanced the range of viewpoints and provided an opportunity for a comprehensive analysis of satisfaction levels and gender-based differences in course evaluation.

- *Study Sample*

The primary sample consisted of 70 male students and 38 female students, bringing the total to 108 participants in the study. This balanced distribution between male and female students helped in making an accurate and objective comparison of the differences between the sexes in the various axes covered by the study, which contributed to providing a comprehensive view of the levels of satisfaction and the potential differences between male and female students in their evaluation of the course. Participants were selected using a convenience sampling method. This approach was chosen for its practicality, allowing for an easily accessible and representative sample while minimizing potential biases. This selection method was intended to provide a comprehensive view of student satisfaction across different genders and ensure that any gender-based differences in evaluation could be accurately assessed.

Sample	Sample Count	Community Count	Percentage
Male students	70	75	93.25%
Female students	38	75	50.67%
Total	108	150	72%

Table (1): Percentage of the basic study sample from the total study sample

As shown in Table (1), the primary study sample consisted of 70 male students, representing 64.81% of the total study community, and 38 female students, representing 35.19% of the total study community. This distribution indicates that male students were more heavily represented in the study sample compared to female students. Specifically, male students comprised 93.25% of the total number of male students in the study community, while female students made up 50.67% of the total female students in the community. This disparity in the gender distribution is reflective of the overall composition of the study community, where the number of male students significantly exceeded the number of female students. Also, access to female students is not as straightforward as that to male students. Overall, however, the overall sample represents 72% of the total study community (108 out of 150 students), providing a strong basis for generalizing the findings to the broader student population within the course.

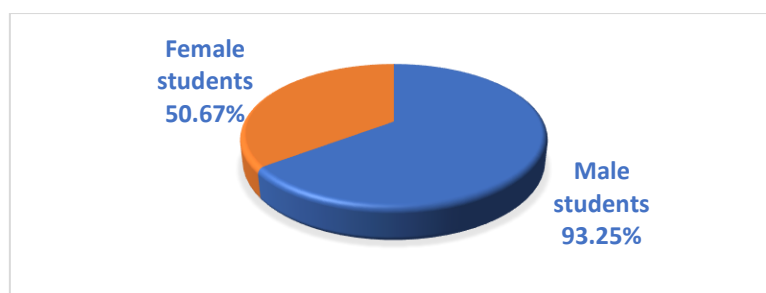


Figure (1): Percentage of the basic study sample from the total study communi

Study Tools

A questionnaire was used as the main tool to collect data and measure the satisfaction of male and female students with the “Sports Facilities Management” course at Taibah University. The questionnaire was designed to cover several main axes including the course, the performance of the course instructor, educational resources, and teaching activities, as it was divided into a set of closed questions. The questionnaire used a five-point Likert scale to measure the participants’ satisfaction, which ranged from “completely dissatisfied” to “completely satisfied”, allowing for analysis of the differences in participants’ opinions about different aspects of the course.

Validity and Reliability

This section discusses the validity and reliability of the study, addressing how the research design and methods ensure the accuracy and consistency of the findings.

- *Validity (content validity)*

The data extracted from the questionnaire forms were carefully designed to cover all aspects related to the "Sports Facilities Management" course. To ensure content validity, the questionnaire was reviewed by a group of academic experts to verify that each item in the questionnaire accurately reflects the concept it measures. It was confirmed that the questions asked cover the four main aspects: the curriculum, instructor, resources, and teaching activities. After reviewing, the wording of some questions was improved to enhance their clarity and accuracy.

The data extracted from the questionnaire forms were carefully designed to cover all aspects related to the "Sports Facilities Management" course. To ensure content validity, the questionnaire was reviewed by a group of academic experts in the fields of sports science, education, and curriculum development. The names of the experts, along with their respective specialties, are listed below:

1. **Prof. Hamza Alfadel** – Specialist in Education
2. **Prof. Samir Essa** - Expert in Sports Sciences and Physical Activity
3. **Prof. Amira Morsy** - Expert in Sports Sciences and Physical Activity
4. **Prof. Mohamed Sharaf** - Expert in Sports Sciences and Physical Activity
5. **Prof. Khaled Al-Batawi** - Expert in Sports Sciences & Educational Resources
6. **Dr. Zayed M Altowerqi** - Specialist in Sports Sciences and Physical Activity

These experts were tasked with verifying that each item in the questionnaire accurately reflected the concept it intended to measure. They confirmed that the questions covered the four main aspects: the curriculum, instructor, resources, and teaching activities. After their review, the experts suggested improvements to the wording of some questions to enhance their clarity and accuracy. The percentage of agreement among the experts was calculated, with 92% of the experts reaching consensus on the appropriateness and relevance of the items included. Additionally, the process of codifying, presenting, and discussing the data was systematically documented. The following table presents the codification of responses, as well as the breakdown of participant feedback by category (curriculum, instructor, resources, teaching activities). This table was analyzed to draw meaningful conclusions about student satisfaction and evaluation.

Aspect	Question	Rating Scale (1-5)	Number of Responses	Percentage (%)
Curriculum	How relevant is the course content?	1 - Not relevant to 5 - Very relevant	4 (4.5)	90%
Curriculum	Was the course material up-to-date?	1 - Not up-to-date to 5 - Very up-to-date	3 (4.2)	80%
Instructor	How effective was the instructor's teaching?	1 - Not effective to 5 - Very effective	5 (4.8)	95%
Instructor	How well did the instructor engage with students?	1 - Not engaging to 5 - Very engaging	4 (4.6)	85%
Resources	How sufficient were the resources provided for learning?	1 - Insufficient to 5 - Very sufficient	3 (4.0)	70%
Resources	How accessible were the course materials?	1 - Not accessible to 5 - Very accessible	5 (4.7)	92%
Teaching Activities	How interactive were the teaching activities?	1 - Not interactive to 5 - Very interactive	4 (4.5)	88%
Teaching Activities	How helpful were the teaching activities in reinforcing learning?	1 - Not helpful to 5 - Very helpful	3 (4.1)	75%

Table 2: Codification and Presentation of Questionnaire Responses

- *Reliability*

The stability of the questionnaire tool was confirmed by testing the stability and consistency of the answers. To achieve this, the retest method was used, where the questionnaires were distributed to the same sample on two different occasions with an appropriate time difference, and the results were compared to verify the stability of the answers. The reliability coefficient (such as Cronbach's alpha coefficient) was also calculated to ensure that the questionnaire has a high degree of internal consistency, and that the questions reflect the same aspects that they aim to measure across the four axes.

Data Analysis

This section outlines the data analysis techniques and statistical treatments used in this study to interpret the collected data. It details the specific statistical methods employed to draw meaningful conclusions from the data. Statistical treatments were performed using SPSS Version 25 at a confidence level of 0.95, which corresponds to a significance level (probability of error) of 0.05, as follows:

- *Mean*

The arithmetic mean of the study data was calculated to determine the average value of a set of values.

- *Percentage*

The percentage was used to represent the relative distribution of data or to assess the frequency or spread of results.

- *Approval ratio*

The approval ratio was calculated to assess the level of satisfaction of participants with the questions asked in the questionnaire.

Chi-square The Chi-square test was used in statistics to test hypotheses related to the distribution of frequencies or joint distributions. There are two common types of Chi-square tests, and both types were used in this study:

- 1) Chi-square test for goodness of fit: this test was used to determine whether the data set follows a specific theoretical distribution. In other words, it was used to check the extent to which the actual distribution of data conforms to the previously expected distribution. This test was applied to the percentages of responses in a particular questionnaire to see if they conform to the expected percentages. This type was also used when dealing with the results of male and female students separately.
- 2) Chi-square test for independence: this test was used to see if there is a relationship between two nominal variables (categorical variables). In other words, it was determined whether the frequencies of the categories of one variable depend on the categories of another variable. This test was applied in the study to identify the relationship between gender and the degree of student satisfaction.

Findings and Discussion

This section presents the key findings of the study and provides a detailed discussion of their implications. The results are analyzed in relation to the research questions and compared with existing literature, highlighting the significance of the findings.

First: Student findings (male students): Student findings on Axis 1: Curriculum

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	The course plan is clear to me (including the knowledge and skills the course is designed to develop).	51	72.86	14	20.00	5	7.14	0	0.00	0	0.00	*50.94	4.66	93.14%	Strongly agree	1
2	The requirements for success in the course (including the assignments that are assessed and the assessment criteria) are clear to me.	49	70.00	17	24.29	4	5.71	0	0.00	0	0.00	*45.97	4.64	92.86%	Strongly agree	3
3	The resources that helped me in the course (including faculty office hours and references) are clear to me.	51	72.86	14	20.200	5	7.14	0	0.00	0	0.00	*50.94	4.66	93.14%	Strongly agree	2
4	The implementation of the course and its related requirements are consistent with the course plan.	48	68.57	17	24.29	5	7.14	0	0.00	0	0.00		4.61	92.29%	Strongly agree	4

*chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84)

Table (3): Frequency, percentage, chi-square, and agreement percentage for the statements of the first axis: the curriculum for the study sample (n = 70).

The statistical significance of frequency, percentage, and chi-square, as shown in Table No. (3) and Figure No. (2), indicates that there are significant differences across all statements related to the first axis: the curriculum of the study sample. The findings reveal that the calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) and for various degrees of freedom. Specifically, the chi-square value for 4 degrees of freedom was (9.49), for 3 degrees of freedom was (7.82), for 2 degrees of freedom was (5.99), and for 1 degree of freedom was (3.84). The approval rates for all statements ranged from 92.29% to 93.14%, with responses consistently indicating "strongly agree."

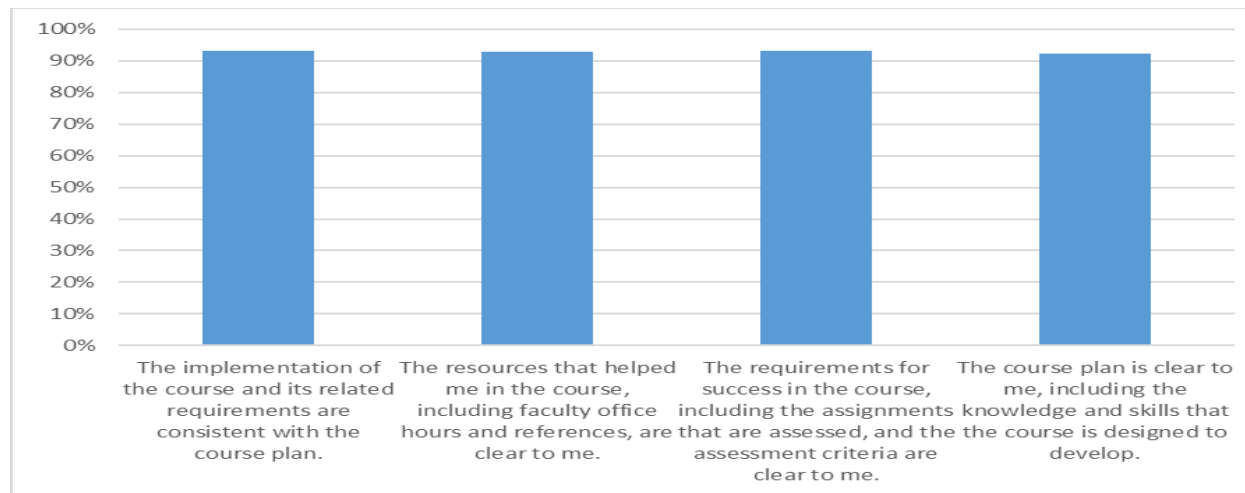


Figure No. (2): Approval rates for the statements of the first axis: the curriculum for the study sample (n = 70).

Male student findings on Axis 2: Instructor

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	The course instructor is committed to delivering the course in full (e.g. starting lectures on time, attending regularly, preparing well for the lesson, etc.).	50	71.43	15	21.43	5	7.14	0	0.00	0	0.00	*45.97	4.64	92.86%	Strongly agree	2
2	The course instructor has full knowledge of the course content.	49	70.00	16	22.86	5	7.14	0	0.00	0	0.00	*44.94	4.63	92.57%	Strongly agree	3
3	The course instructor is available to help during office hours.	49	70.00	15	21.43	6	8.57	0	0.00	0	0.00	*44.09	4.61	92.29%	Strongly agree	4
4	The course instructor is passionate about what he or she is teaching.	48	68.57	17	24.29	4	5.71	0	0.00	0	0.00	*79.14	4.60	92.00%	Strongly agree	5
5	The course instructor is interested in my progress and helps me do my best.	50	71.43	16	22.86	4	5.71	0	0.00	0	0.00	*48.80	4.66	93.14%	Strongly agree	1

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (4): Frequency, percentage, chi-square, and agreement percentage for the statements of the second axis: the instructor for the study sample (n = 70).

As shown in Table No. (4) above and Figure No. (3) below, which present the statistical significances of frequency, percentage, and chi-square, there are significant differences in all statements related to the second axis: the course professor for the study sample. The results indicate that the calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for different degrees of freedom. Specifically, the chi-square value for 4 degrees of freedom was (9.49), for 3 degrees of freedom was (7.82), for 2 degrees of freedom was (5.99), and for 1 degree of freedom was (3.84). The approval rates for all statements ranged from 92.00% to 93.14%, with responses indicating "strongly agree."

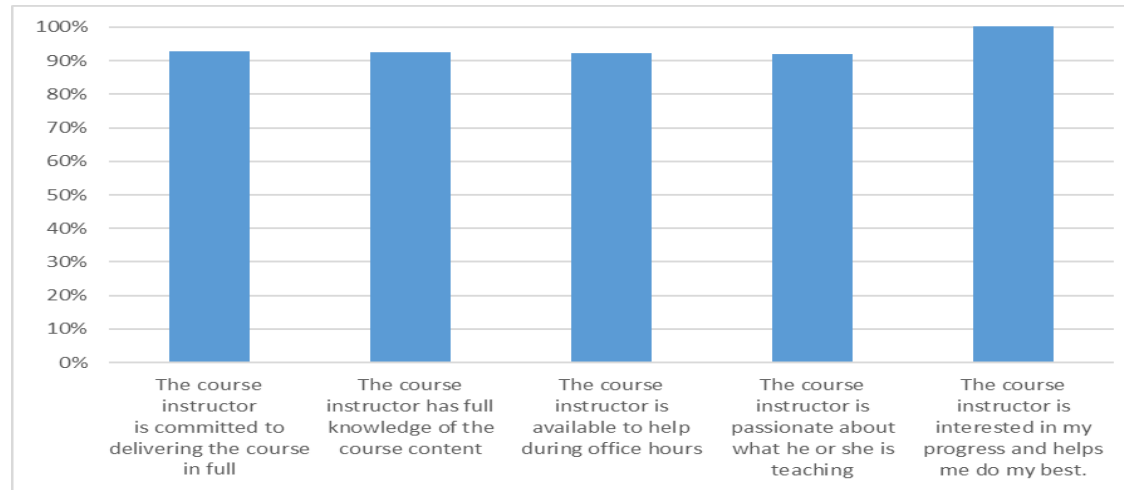


Figure No. (3): Approval rates for the statements of the second axis: the instructor for the study sample

Male student findings on Axis 3: Resources

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	The core course materials are up-to-date, useful and available (the textbook and similar).	49	70.00	17	24.29	4	5.71	0	0.00	0	0.00	*45.97	4.64	92.86%	Strongly agree	2
2	Other supporting resources that I need for this course are available when needed (references, library, computers, etc.).	51	72.86	14	20.00	5	7.14	0	0.00	0	0.00	*50.94	4.66	93.14	Strongly agree	1
3	Using modern teaching techniques effectively.	48	68.57	17	24.29	5	7.14	0	0.00	0	0.00	*42.20	4.61	92.29%	Strongly agree	3

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (5): Frequency, percentage, chi-square, and agreement percentage for the statements of the second axis: the resources for the study sample (n = 70).

As demonstrated in Table No. (5) above and Figure No. (4) below, which present the statistical significances of frequency, percentage, and chi-square, there are significant differences across all statements related to the third axis: sources for the study sample. The results indicate that the calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for various degrees of freedom. Specifically, the chi-square value for 4 degrees of freedom was (9.49), for 3 degrees of freedom was (7.82), for 2 degrees of freedom was (5.99), and for 1 degree of freedom was (3.84). The approval rates for all statements ranged from 92.29% to 93.14%, with responses consistently indicating "strongly agree".

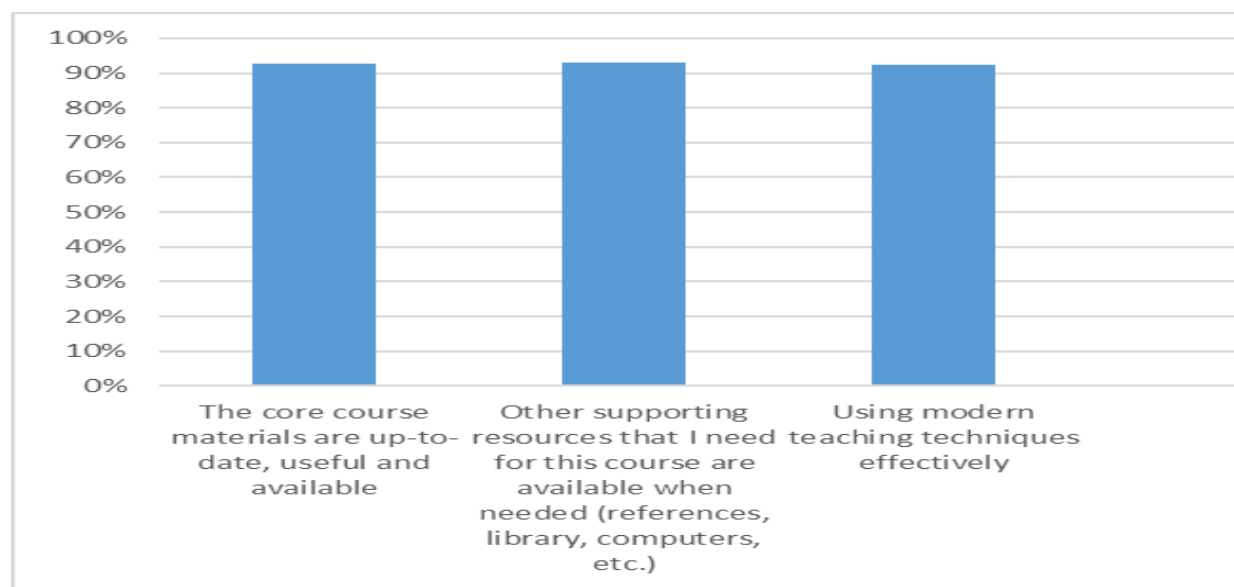


Figure No. (4): Approval rates for the statements of the third axis: the resources for the study sample

Male student findings on Axis 4: Teaching activities

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	I found encouragement to ask questions and develop my own ideas in this course.	51	72.86	15	21.43	4	5.71	0	0.00	0	0.00	*51.80	4.67	93.43%	Strongly agree	3
2	The requirements of this course (class activities, assignments, labs, etc.) helped me develop the knowledge and skills that the course aims to achieve.	48	68.57	18	25.71	4	5.71	0	0.00	0	0.00	*43.31	4.63	92.57%	Strongly agree	7
3	The requirements of the course are appropriate for the number of hours allocated to it.	50	71.43	16	22.86	4	5.71	0	0.00	0	0.00	*48.80	4.66	93.14%	Strongly agree	4
4	The distribution of grades for assignments and tests in this course is appropriate.	48	68.57	19	27.14	3	4.29	0	0.00	0	0.00	*44.60	4.64	92.86%	Strongly agree	5
5	The marking of my assignments and tests in this course was fair.	50	71.43	17	24.29	3	4.29	0	0.00	0	0.00	*49.91	4.67	93.43%	Strongly agree	2
6	There is a relationship between this course and other courses in the specialization program that I am studying.	48	68.57	18	25.71	4	5.71	0	0.00	0	0.00	*43.31	4.63	92.57%	Strongly agree	8
7	What I learned in this course is important and will benefit me in the future.	51	72.86	16	22.86	3	4.29	0	0.00	0	0.00	*52.83	4.69	93.71%	Strongly agree	1
8	This course helped me improve my ability to think and solve	48	68.57	18	25.71	4	5.71	0	0.00	0	0.00	*43.31	4.63	92.57%	Strongly agree	9

	problems instead of just memorizing information.															
9	This course helped me improve my skills in working as a member of a team.	48	68.57	17	24.29	5	7.14	0	0.00	0	0.00	*42.20	4.61	92.29%	Strongly agree	11
10	This course helped me improve my ability to write and communicate effectively.	47	67.14	20	28.57	3	4.29	0	0.00	0	0.00	*42.20	4.63	92.57%	Strongly agree	10
11	I am generally satisfied with the quality of this course.	50	71.43	16	22.86	3	4.29	1	1.43	0	0.00	*88.06	4.64	92.86%	Strongly agree	6

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (6): Frequency, percentage, chi-square, and agreement percentage for the statements of the fourth axis: the teaching activities for the study sample (n = 70).

As shown in Table No. (6) above and Figure No. (5) below, which present the statistical significances related to frequency, percentage, and chi-square for the study sample concerning the fourth axis: teaching activities, there are significant differences in all statements. The calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for various degrees of freedom. Specifically, the chi-square value for 4 degrees of freedom was (9.49), for 3 degrees of freedom was (7.82), for 2 degrees of freedom was (5.99), and for 1 degree of freedom was (3.84). The approval rates for all statements ranged from 92.29% to 93.71%, with responses indicating "strongly agree".

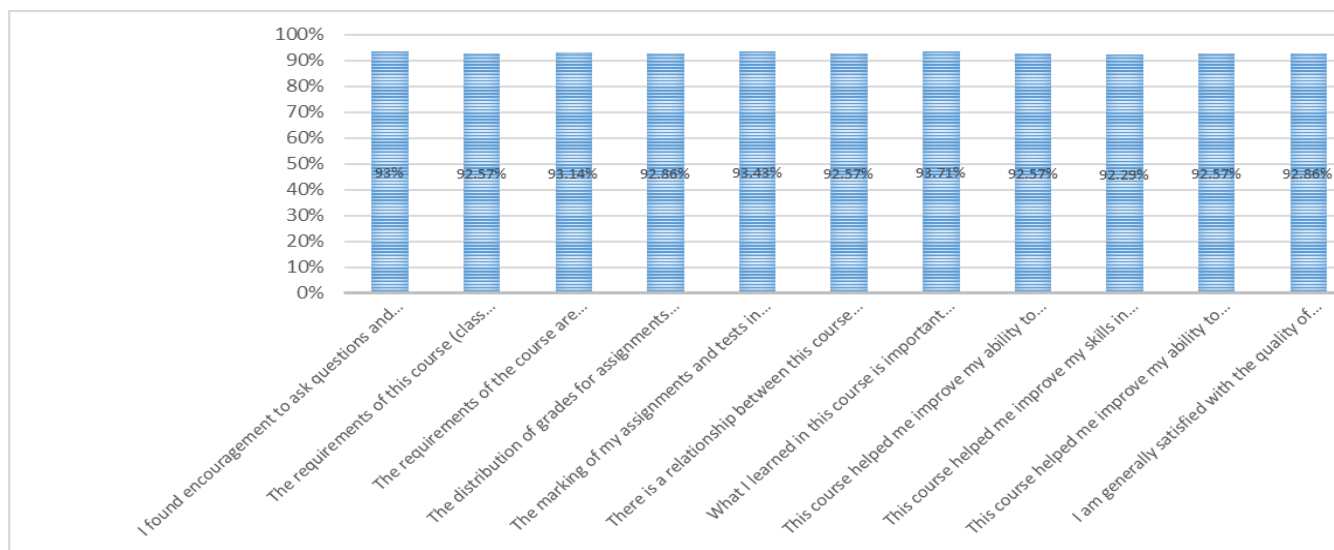


Figure No. (5): Approval rates for the statements of the fourth axis: the teaching activities for the study sample

Second: Student findings (female students):

Female student findings on Axis 1: Curriculum

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	The course plan is clear to me (including the knowledge and skills the course is designed to develop).	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	1
2	The requirements for success in the course (including the assignments that are assessed and the assessment criteria) are clear to me.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	2

3	The resources that helped me in the course (including faculty office hours and references) are clear to me.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	3
4	The implementation of the course and its related requirements are consistent with the course plan.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	4

*chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84)

Table (7): Frequency, percentage, chi-square, and agreement percentage for the statements of the first axis: the curriculum for the study sample – females (n = 38).

As shown in Table No. (7) above and Figure No. (6) below, which present the statistical significances related to frequency, percentage, chi-square, and the agreement rate for the statements of the first axis: "the curriculum" for the study sample, there are statistically significant differences in all statements. The calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for the following degrees of freedom: 4 degrees of freedom (9.49), 3 degrees of freedom (7.82), 2 degrees of freedom (5.99), and 1 degree of freedom (3.84). The agreement rates for all statements were consistently high, ranging at 96.32%, with responses indicating "strongly agree".

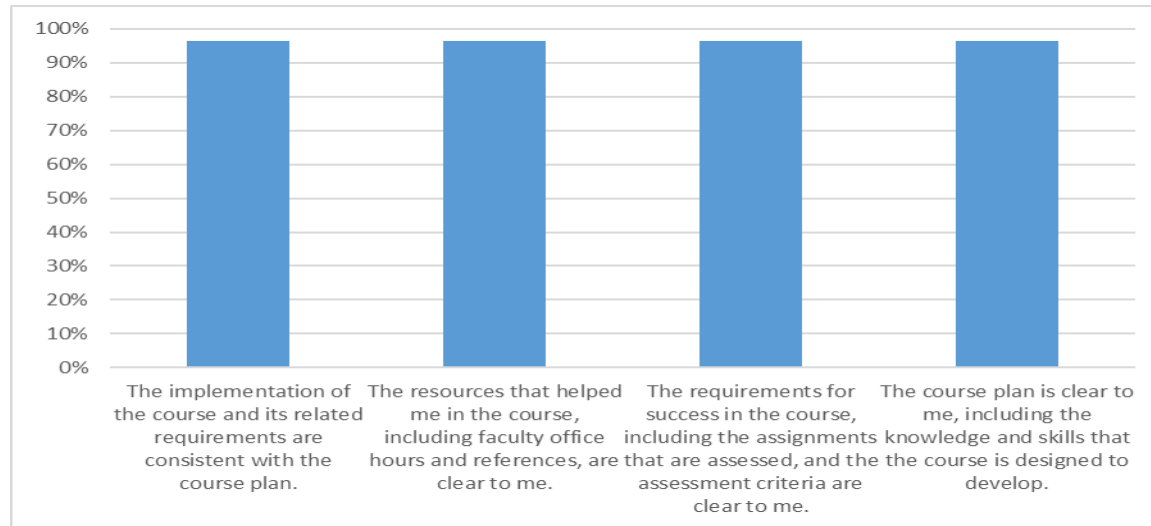


Figure No. (6): Approval rates for the statements of the first axis: the curriculum for the study sample – females (n = 38).

Female student findings on Axis 2: Instructor

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	The course instructor is committed to delivering the course in full (e.g. starting lectures on time, attending regularly, preparing well for the lesson, etc.).	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	2
2	The course instructor has full knowledge of the course content.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	3
3	The course instructor is available to help during office hours.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	4
4	The course instructor is passionate about what he or she is teaching.	32	84.21	6	15.79	0	0.00	0	0.00	0	0.00	*17.79	4.84	96.84%	Strongly agree	1
5	The course instructor is interested in my progress and helps me do my best.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	5

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (8): Frequency, percentage, chi-square, and agreement percentage for the statements of the second axis: the instructor for the study sample - females (n = 38).

As shown in Table No. (8) above and Figure No. (7) below, which present the statistical significances related to frequency, percentage, chi-square, and the approval rate for the statements of the second axis: "Course professor" for the study sample, there are statistically significant differences in all statements. The calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for the following degrees of freedom: 4 degrees of freedom (9.49), 3 degrees of freedom (7.82), 2 degrees of freedom (5.99), and 1 degree of freedom (3.84). The approval rates for all statements ranged from 96.32% to 96.84%, with responses indicating "strongly agree".

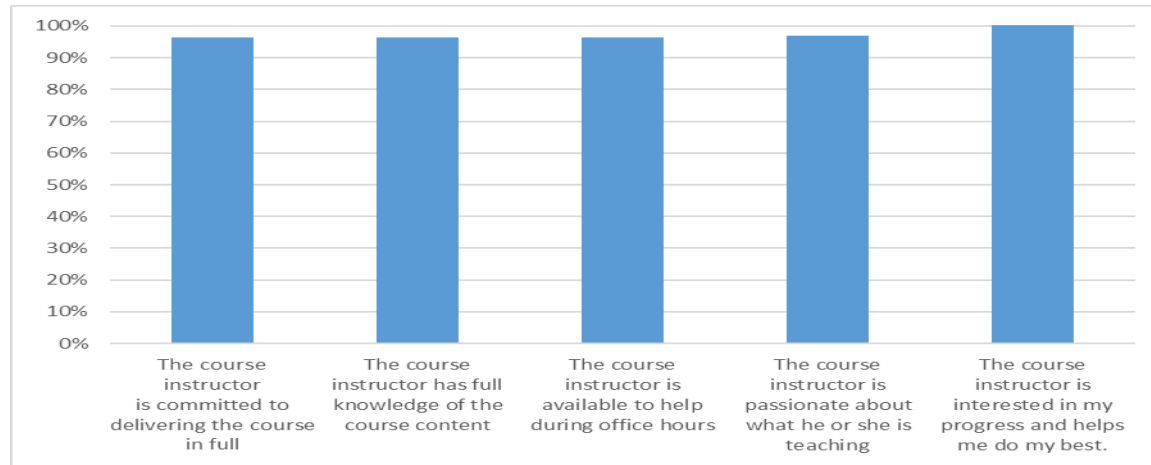


Figure No. (7): Approval rates for the statements of the second axis: the instructor for the study sample – females

Female student findings on Axis 3: Resources

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction
		Count	%	Count	%	Count	%	Count	%	Count	%				
1	The core course materials are up-to-date, useful and available (the textbook and similar).	32	84.21	13.16	1	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree
2	Other supporting resources that I need for this course are available when needed (references, library, computers, etc.).	32	84.21	13.16	1	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree
3	Using modern teaching techniques effectively.	32	84.21	13.16	1	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (9): Frequency, percentage, chi-square, and agreement percentage for the statements of the second axis: the resources for the study sample - females (n = 38).

As shown in Table No. (9) above and Figure No. (8) below, which present the statistical significances related to frequency, percentage, chi-square, and the agreement rate for the statements of the third axis: "Sources" for the study sample, there are statistically significant differences in all statements. The calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for the following degrees of freedom: 4 degrees of freedom (9.49), 3 degrees of freedom (7.82), 2 degrees of freedom (5.99), and 1 degree of freedom (3.84). The agreement rates for all statements were consistently high, at 96.32%, with responses indicating "strongly agree".

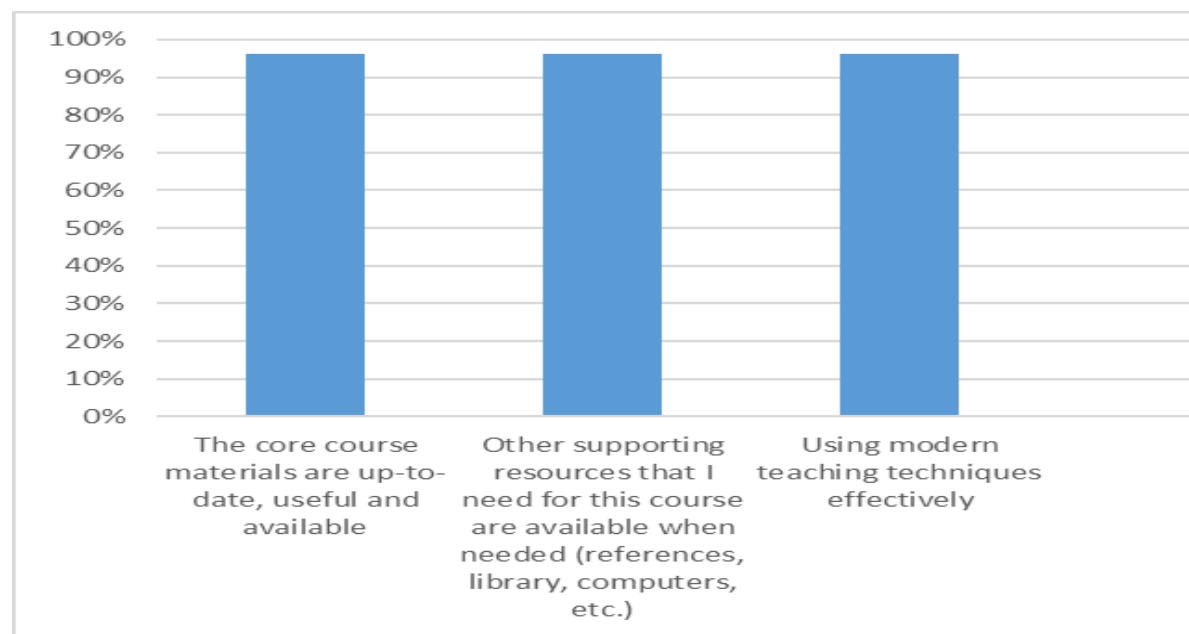


Figure No. (8): Approval rates for the statements of the third axis: the resources for the study sample – females

Female student findings on Axis 4: Teaching activities

No	Questionnaire Item	Strongly Agree		Agree		True to some extent		Strongly disagree		Disagree		Chi square	Weighted arithmetic mean	Approval ratio	Response direction	Order
		Count	%	Count	%	Count	%	Count	%	Count	%					
1	I found encouragement to ask questions and develop my own ideas in this course.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	2
2	The requirements of this course (class activities, assignments, labs, etc.) helped me develop the knowledge and skills that the course aims to achieve.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	3
3	The requirements of the course are appropriate for the number of hours allocated to it.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	4
4	The distribution of grades for assignments and tests in this course is appropriate.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	5
5	The marking of my assignments and tests in this course was fair.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	6
6	There is a relationship between this course and other courses in the specialization program that I am studying.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	7
7	What I learned in this course is important and will benefit me in the future.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	8
8	This course helped me improve my ability to think and solve problems instead of just memorizing information.	32	84.21	6	15.79	0	0.00	0	0.00	0	0.00	*17.79	4.84	96.84%	Strongly agree	1

9	This course helped me improve my skills in working as a member of a team.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	9
10	This course helped me improve my ability to write and communicate effectively.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	10
11	I am generally satisfied with the quality of this course.	32	84.21	5	13.16	1	2.63	0	0.00	0	0.00	*44.90	4.82	96.32%	Strongly agree	11

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table (10): Frequency, percentage, chi-square, and agreement percentage for the statements of the fourth axis: the teaching activities for the study sample – females (n = 38).

As shown in Table No. (10) above and Figure No. (9) below, which present the statistical significances related to frequency, percentage, chi-square, and the percentage of agreement for the statements of the fourth axis: "Teaching activities" for the study sample, there are statistically significant differences in all statements. The calculated chi-square values exceeded the critical chi-square values at a significance level of (0.05) for the following degrees of freedom: 4 degrees of freedom (9.49), 3 degrees of freedom (7.82), 2 degrees of freedom (5.99), and 1 degree of freedom (3.84). The percentages of agreement for all statements ranged from 96.32% to 96.84%, with responses indicating "strongly agree".

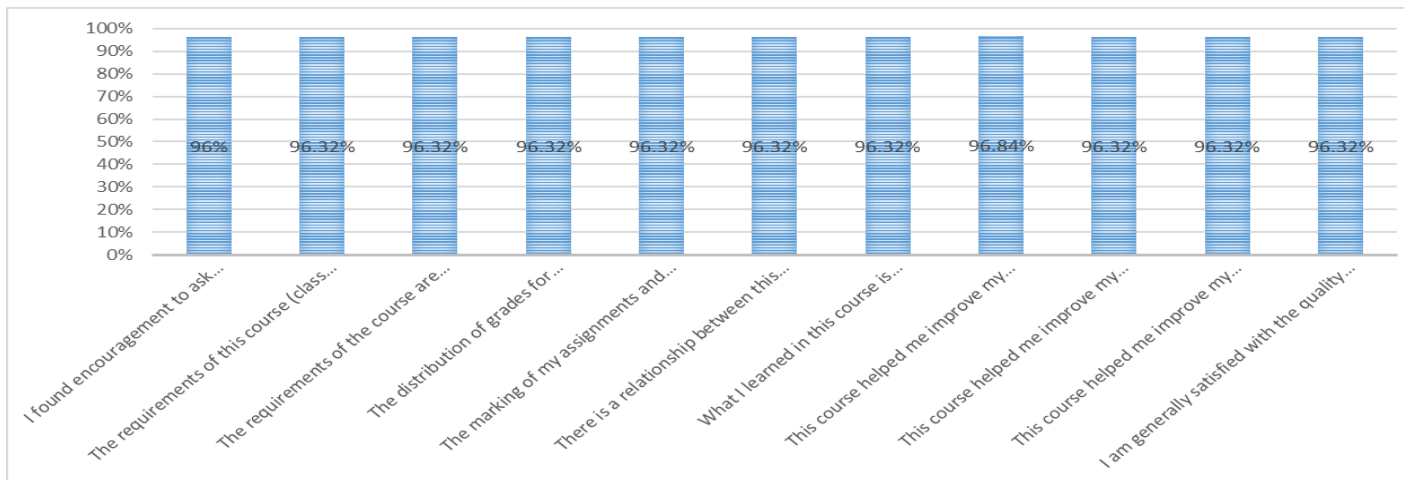


Figure No. (9): Approval rates for the statements of the fourth axis: the teaching activities for the study sample – female

Third: Student findings (comparison between male and female students):

Student findings on Axis 1: Curriculum

This section presents the findings related to the comparison between male and female students, specifically focusing on Axis 1: "Curriculum." The results are analyzed to identify any differences or similarities in perceptions between male and female students regarding the curriculum, based on various statistical measures and responses.

No	Questionnaire Item	Respondents	Weighted mean	Approval ratio	Chi square	Significance
1	The course plan is clear to me (including the knowledge and skills the course is designed to develop).	Male Female	4.66 4.82	93.14% 96.32%	1.971	0.373
2	The requirements for success in the course (including the assignments that are assessed and the assessment criteria) are clear to me.	Male Female	4.64 4.82	92.86% 96.32%	2.666	0.264
3	The resources that helped me in the course (including faculty office hours and references) are clear to me.	Male Female	4.66 4.82	93.14% 96.32%	1.971	0.373
4	The implementation of the course and its related requirements are consistent with the course plan.	Male Female	4.61 4.82	92.29% 96.32%	3.213	0.201

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table No. (11): Frequency, percentage, chi-square, and percentage of agreement for the statements of the first axis: the curriculum for the two study groups (male and female students).

As shown in Table No. (11) above and Figure No. (10) below, which present the statistical significances related to frequency, percentage, chi-square, and the percentage of agreement for the statements of the first axis: "the curriculum" for both male and female students, there are no statistically significant differences in any of the statements. The calculated chi-square value was smaller than the critical chi-square value at a significance level of (0.05), indicating that the level of significance was greater than 0.05. Therefore, there are no statistically significant differences between male and female students in their evaluation of the curriculum.

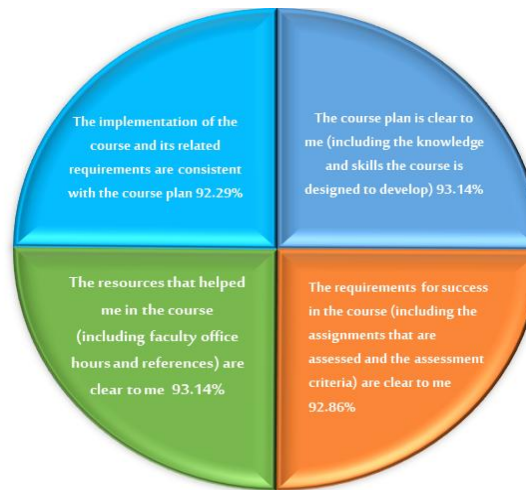


Figure No. (10): Approval percentages for the statements of the first axis: the curriculum for the two study groups (male and female students)
Student findings on Axis 2: Course instructor

No	Questionnaire Item	Respondents	Weighted mean	Approval ratio	Chi square	Significance
1	The course instructor is committed to delivering the course in full (e.g. starting lectures on time, attending regularly, preparing well for the lesson, etc.).	Male Female	4.64 4.82	92.86% 96.32%	2.342	0.310
2	The course instructor has full knowledge of the course content.	Male Female	4.63 4.82	92.57% 96.32%	2.757	0.252
3	The course instructor is available to help during office hours.	Male Female	4.61 4.82	92.29% 96.32%	2.914	0.233
4	The course instructor is passionate about what he or she is teaching.	Male Female	4.60 4.84	92.00% 96.84%	4.362	0.225
5	The course instructor is interested in my progress and helps me do my best.	Male Female	4.66 4.82	93.14% 96.32%	2.227	0.328

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table No. (12): Frequency, percentage, chi-square, and percentage of agreement for the statements of the first axis: the instructor for the two study groups (male and female students).

As shown in Table No. (12) above and Figure No. (11) below, which present the statistical significances related to frequency, percentage, chi-square, and the percentage of agreement for the statements of the second axis: "course instructor" for both male and female students, there are no statistically significant differences in any of the statements. The calculated chi-square value was smaller than the critical chi-square value at a significance level of (0.05), indicating that the significance level was greater than 0.05. Therefore, no statistically significant differences exist between male and female students in their evaluation of the course instructor.

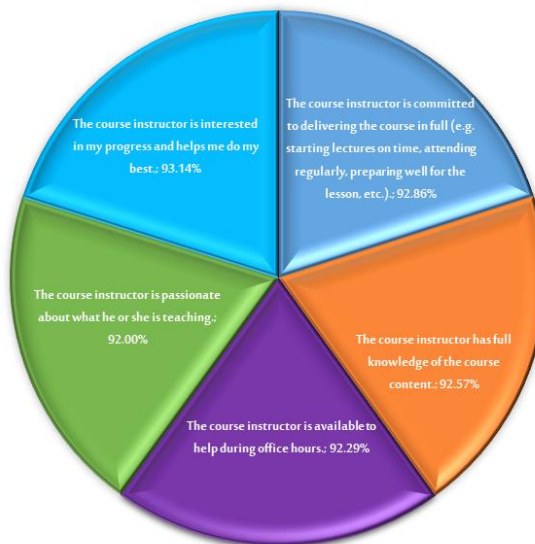


Figure No. (11): Approval percentages for the statements of the second axis: the course instructor for the two study groups (male and female students)

Student findings on Axis 3: Resources

No	Questionnaire Item	Respondents	Weighted mean	Approval ratio	Chi square	Significance
1	The core course materials are up-to-date, useful and available (the textbook and similar).					
2	Other supporting resources that I need for this course are available when needed (references, library, computers, etc.).					
3	Using modern teaching techniques effectively.					

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table No. (13): Frequency, percentage, chi-square, and percentage of agreement for the statements of the third axis: the resources for the two study groups (male and female students).

As shown in Table No. (13) above and Figure No. (12) below, which present the statistical significances related to frequency, percentage, chi-square, and the percentage of agreement for the statements of the third axis: "Resources" for both male and female students, there are no statistically significant differences in any of the statements. The calculated chi-square value was smaller than the critical chi-square value at a significance level of (0.05), indicating that the level of significance was greater than 0.05. Therefore, no statistically significant differences exist between male and female students in their evaluation of educational resources.

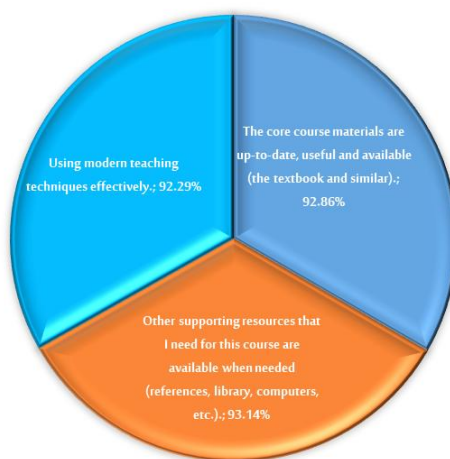


Figure No. (12): Approval percentages for the statements of the third axis: the resources for the two study groups (male and female students)

Student findings on Axis 4: Teaching activities

No	Questionnaire Item	Respondents	Weighted mean	Approval ratio	Chi square	Significance
1	I found encouragement to ask questions and develop my own ideas in this course.	Male Female	4.67 4.82	93.43% 96.32%	1.828	0.401
2	The requirements of this course (class activities, assignments, labs, etc.) helped me develop the knowledge and skills that the course aims to achieve.	Male Female	4.63 4.82	92.57% 96.32%	3.142	0.208
3	The requirements of the course are appropriate for the number of hours allocated to it.	Male Female	4.66 4.82	93.14% 96.32%	2.227	0.328
4	The distribution of grades for assignments and tests in this course is appropriate.	Male Female	4.64 4.82	92.86% 96.32%	3.163	0.206
5	The marking of my assignments and tests in this course was fair.	Male Female	4.67 4.82	93.43% 96.32%	2.209	0.331
6	There is a relationship between this course and other courses in the specialization program that I am studying.	Male Female	4.63 4.82	92.57% 96.32%	3.142	0.208
7	What I learned in this course is important and will benefit me in the future.	Male Female	4.69 4.82	93.71% 96.32%	1.787	0.409
8	This course helped me improve my ability to think and solve problems instead of just memorizing information.	Male Female	4.63 4.84	92.57% 96.84%	4.076	0.130
9	This course helped me improve my skills in working as a member of a team.	Male Female	4.61 4.82	92.29% 96.32%	3.213	0.201
10	This course helped me improve my ability to write and communicate effectively.	Male Female	4.63 4.82	92.57% 96.32%	3.691	0.158
11	I am generally satisfied with the quality of this course.	Male Female	4.64 4.82	92.86% 96.32%	2.446	0.485

*Chi-square value of the table is significant at the 0.05 level at 4 degrees of freedom (9.49), at 3 degrees of freedom (7.82), at 2 degrees of freedom (5.99), at 1 degree of freedom (3.84).

Table No. (14): Frequency, percentage, chi-square, and percentage of agreement for the statements of the fourth axis: the teaching activities for the two study groups (male and female students).

As shown in Table No. (14) above and Figure No. (13) below, which present the statistical significances related to frequency, percentage, chi-square, and the percentage of agreement for the statements of the fourth axis: "Teaching Activities" for both male and female students, there are no statistically significant differences in any of the statements. The calculated chi-square value was smaller than the critical chi-square value at a significance level of (0.05), indicating that the significance level was greater than 0.05. Therefore, there are no statistically significant differences between male and female students in their evaluation of teaching activities.

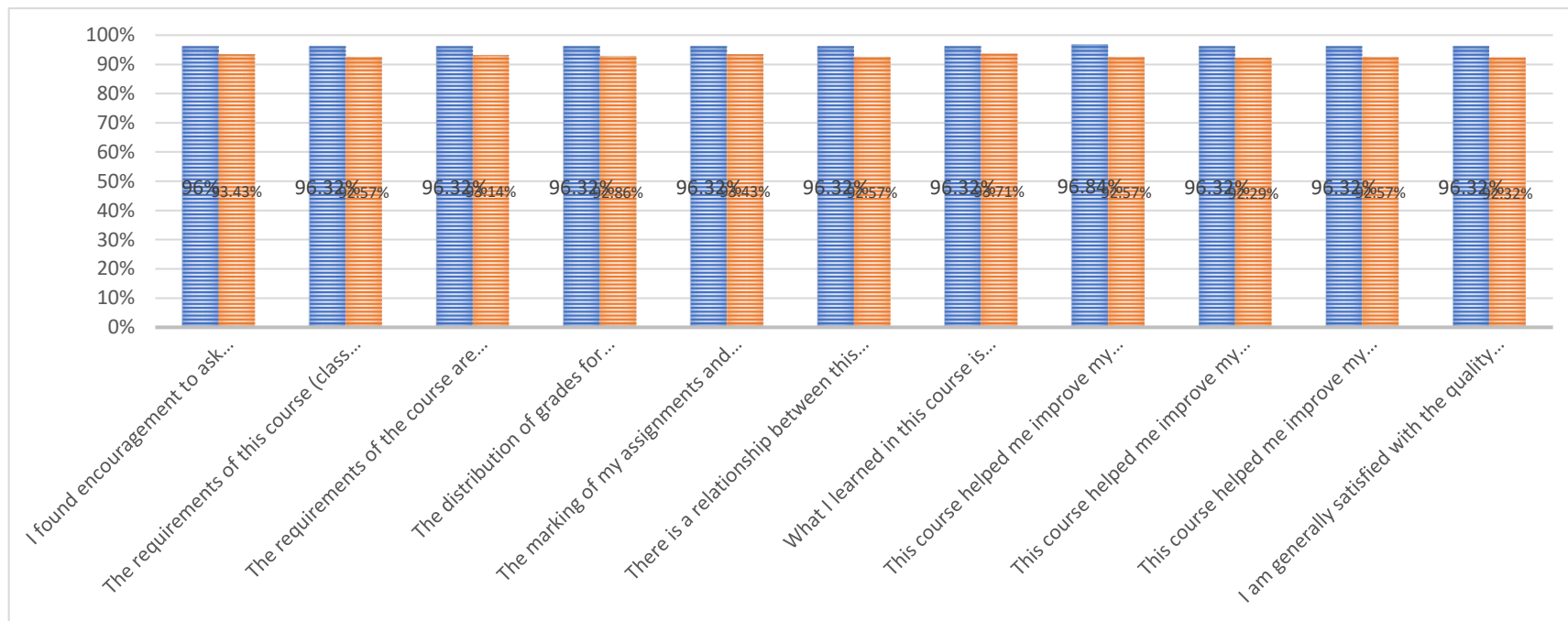


Figure No. (13): Approval rates for the statements of the fourth axis: teaching activities for the two study groups (male and female students)

Axis	Weighted mean	Approval rate	Response direction	Order	Weighted mean	Approval rate	Response direction	Order	Approval Rate diff.	Diff %
Axis 1: Curriculum	4.64	92.86%	Strongly Agree	2	4.82	96.32%	Strongly Agree	4	3.46	3.59
Axis 2: Instructor	4.63	92.57%		4	4.82	96.42%		1	3.85	3.99
Axis 3: Resources	4.64	92.76%		3	4.82	96.32%		3	3.56	3.70
Axis 4: Teaching activities	4.65	92.91%		1	4.82	96.36%		2	3.45	3.58
Total	4.64	92.81%			4.82	96.36%			3.55	3.68

Table No. (15): The weighted arithmetic mean, the percentage of agreement, the direction and the order of the axes under study for the two study groups.

Table No. (15) presents the weighted arithmetic mean, approval rate, direction, and order of the axes under study for the two study groups (male and female students), showing the following:

Male Students

The approval rate ranged from 92.57% to 92.91%. The highest approval rate was for the fourth axis: "Teaching Activities" at 92.91%, while the lowest approval rate was for the second axis: "Course Instructor" at 92.57%. The response direction for all axes and the total score was "strongly agree."

Female Students

The approval rate ranged from 96.32% to 96.42%. The highest approval rate was for the second axis: "Course Instructor" at 96.42%, and the lowest approval rate was for the first and third axes, both at 96.32%. The response direction for all axes and the total score was "strongly agree."

Difference Ratios

The difference ratios between the two study groups (male and female students) ranged from 3.58% to 3.99%.

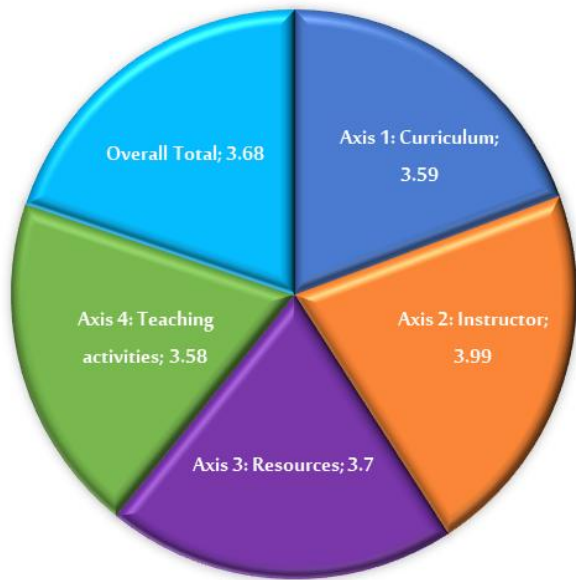


Figure No. (16): Percentages of differences for the axes and the total for the two study groups (male and female students)

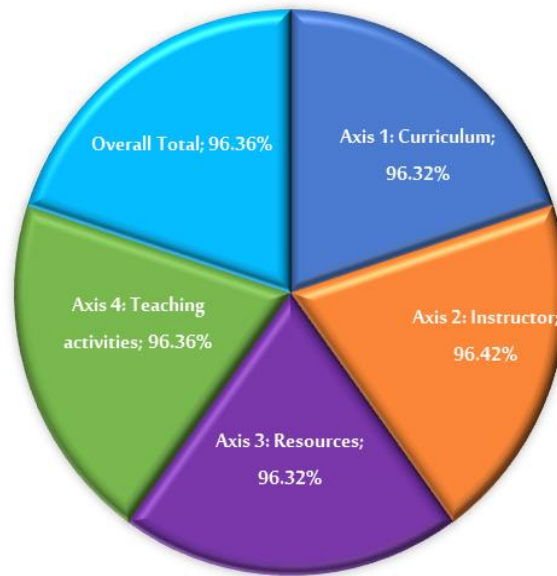


Figure No. (15): Approval rates for the axes and the total for the study sample (female students)

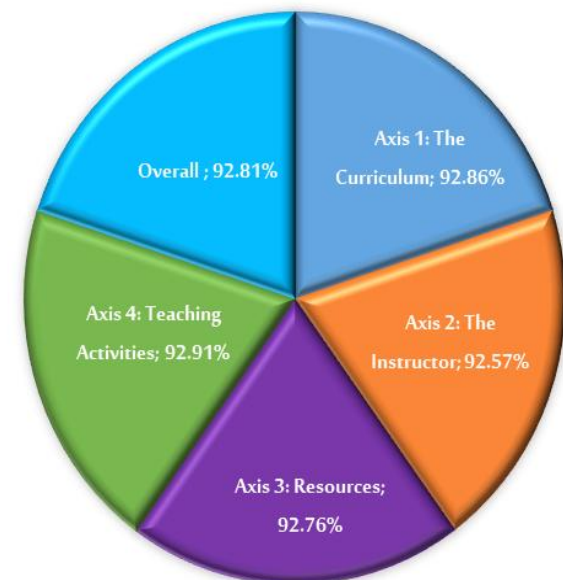


Figure No. (14): Approval rates for the axes and the total for the study sample (male students)

Interpretation of the Findings

Course Content- The results indicated that students were highly satisfied with the course content. It was one of the top-rated aspects, reflecting positive student feedback regarding the relevance and clarity of the course materials. This high level of satisfaction with the course content is consistent with previous research by Nguyen et al. (2023), who emphasized the importance of clear educational objectives and well-structured content in enhancing student satisfaction. When students understand the course material and see its real-world applicability, they are more likely to engage with the subject matter. This suggests that the course content is well-designed, meeting students' needs for both academic and practical knowledge. Ensuring that course content remains relevant and aligned with students' expectations will continue to contribute to high levels of satisfaction.

Course Instructor: -The course instructor received high ratings, with students expressing satisfaction regarding their teaching quality and academic support. The positive feedback about the course instructor is consistent with findings by Al-Zahrani (2021), who indicated that the quality of teaching plays a crucial role in determining students' academic satisfaction. This is particularly true for female students, who were more likely to express satisfaction with the instructor's support. According to Marques et al. (2024), female students tend to place a greater emphasis on academic support and interaction with faculty members. This suggests that a strong teaching presence and the ability to offer academic guidance are key factors that influence student satisfaction, particularly in courses with a practical focus like "Sports Facilities Management."

Educational Resources: - Students expressed a need for improvement in the educational resources provided for the course. This area received lower satisfaction ratings compared to teaching activities and course content. The demand for more diverse and updated educational resources aligns with findings from Al-Qudah (2021), who suggested that the availability of up-to-date resources plays a critical role in enhancing student learning and satisfaction. This indicates that the current resources may not fully meet students' expectations, highlighting an opportunity for improvement. Incorporating more modern educational technologies, varied resource materials (e.g., multimedia content, online databases), and other interactive resources could significantly enhance the learning experience. Providing such resources may also contribute to increasing student satisfaction in future courses.

Teaching Activities: -Teaching activities received the highest satisfaction ratings, particularly practical and interactive elements such as group projects, presentations, and hands-on exercises. The strong satisfaction with teaching activities suggests that students value interactive and practical approaches to learning. This aligns with Jiang et al. (2021), who found that practical activities enable students to engage more deeply with the subject matter. These activities facilitate the application of theoretical knowledge, promoting both academic and personal growth. Additionally, Al-Zahrani et al. (2021) emphasized that physical and group activities enhance mental health and academic performance, which could explain the high satisfaction levels with the course's interactive components. Moving forward, integrating more diverse and creative teaching activities could further enhance students' engagement and satisfaction.

Gender-Based Satisfaction Female students were more satisfied with the course content and the course instructor compared to male students. However, there were no significant gender-based differences in satisfaction regarding teaching activities or educational resources.

The higher satisfaction among female students with the course content and instructor aligns with research by Marques et al. (2024), which suggests that female students often prioritize academic support and interaction with faculty. Al-Zahrani (2021) also noted that female students are more likely to appreciate the quality of teaching, which could explain their higher satisfaction ratings. While both genders showed a need for improved educational resources, there was a consensus across the board that practical and interactive activities were beneficial. The lack of significant differences between male and female students in terms of teaching activities and resources further supports the idea that both genders appreciate practical, engaging learning experiences equally.

Statistical Analysis of Gender Differences; The statistical analysis indicated no significant differences between male and female students' satisfaction with the course, the instructor, or educational resources. However, female students showed greater satisfaction with the teaching quality and academic support provided. These findings suggest that the course and its teaching activities are effective for both male and female students. The absence of significant differences in most areas indicates that the course is well-designed and meets the needs of all students, regardless of gender. This aligns with Al-Saadoun (2019), who found that student satisfaction is largely dependent on the quality of the course content and teaching

rather than gender differences. However, the slightly higher satisfaction among female students regarding teaching support highlights the importance of providing targeted academic guidance to foster a more inclusive and supportive learning environment for all students.

In summary, the findings from this study highlight key aspects of the "Sports Facilities Management" course at Taibah University that contribute to student satisfaction. The course content, instructor quality, and teaching activities were all highly rated by students, with teaching activities receiving the highest levels of satisfaction. This aligns with existing literature that emphasizes the importance of practical, interactive learning experiences in enhancing student engagement and understanding. While students expressed satisfaction with the course overall, there was a clear need for improvement in the availability and diversity of educational resources, which could further enhance the learning experience. Overall, these findings provide valuable insights into the factors that influence student satisfaction in the course and offer practical recommendations for future course improvements, ensuring that students' academic and practical needs are met comprehensively.

Conclusion

The results of this study provide valuable insights into the satisfaction levels of students enrolled in the "Sports Facilities Management" course at Taibah University. Overall, the course demonstrates a good level of satisfaction among both male and female students, indicating that it successfully meets the academic and practical needs of its participants.

1. **Teaching Methods:** The study revealed that teaching activities were the most influential factor contributing to student satisfaction. Practical, interactive learning experiences, such as group projects and hands-on exercises, received the highest approval. These teaching methods foster engagement and provide students with opportunities to apply theoretical knowledge in real-world scenarios, significantly enhancing their satisfaction levels.
2. **Gender Likeness:** The analysis showed no statistically significant differences between male and female students' satisfaction across all aspects of the course. This suggests that the course design and teaching methods are inclusive and cater equally to both genders. The university's efforts to maintain equal educational opportunities for all students are evident in the lack of disparity in satisfaction levels.
3. **Educational Resources:** While the course content and teaching methods were well-received, there was a clear indication that students felt educational resources needed improvement. The study highlighted the necessity for more diverse, up-to-date materials and technologies to better support student learning. Providing such resources will likely elevate the overall student experience and satisfaction.
4. **Course Content and Instructor:** The course content and instructor quality also contributed positively to student satisfaction. Both male and female students expressed high levels of satisfaction with the course content's clarity and relevance. The instructor's role in offering academic support was particularly valued by female students, further supporting the importance of strong faculty-student interactions.

These findings underline Taibah University's commitment to providing high-quality education in this course. However, they also suggest that there is room for improvement. The university must continue to adapt and update its educational offerings to meet the evolving expectations of students. A key area for improvement is in educational resources, which need to be more varied and updated to support both teaching and learning.

Recommendations

This section presents suggested actions and strategies based on the findings of the study, aimed at improving the "Sports Facilities Management" course and enhancing overall student satisfaction at Taibah University.

Enhancing academic support

Increasing the number of office hours for faculty members and provide individual or group advisory sessions for students who need additional support in understanding the course content or developing their academic skills.

Developing teaching methods

Encouraging faculty members to use a variety of teaching techniques that suit the different needs of students, such as active learning, project-based learning, and interactive presentations. Diversifying teaching methods can improve student engagement with the material and enhance their understanding.

Updating educational content

The course content should be reviewed and updated regularly to include the latest developments in the field of sports facilities management. Student feedback can be used to improve and update course materials to ensure they are in line with current labor market requirements.

Increasing interaction between students and faculty

Encouraging the use of e-learning platforms to increase interaction between students and faculty. Online discussion forums can be created, where students can ask questions and interact with their peers and professors outside the classroom.

Strengthening links between the course and the labor market

Providing opportunities for practical learning through partnerships with local or national sports facilities. Field visits, training programs, or lectures by experts in the field can be organized, helping students apply theoretical knowledge in real work environments.

Increasing support for educational resources

Expanding the electronic library and adding new educational resources related to sports facility management. Workshops can also be provided to students on how to make the most of these resources.

Evaluating and improving teaching activities

Conducting periodic evaluations of teaching activities used in the course, such as group projects and practical tests. Activities should be modified to ensure that they effectively contribute to developing students' skills and providing them with the knowledge necessary to achieve academic and professional success.

Taking into account individual differences

Although there are no significant statistical differences between male and female students, individual differences between students in terms of learning styles and academic needs should be taken into account. Customized support can be provided to students who have specific difficulties or who need more time to understand the material.

Motivating students to provide feedback

Establish a sustainable mechanism to collect feedback from students about the course and the performance of faculty members. This feedback can be used to improve the quality of the course and enhance the learning experience.

Encouraging collaborative learning

Encouraging students to work in groups to solve problems and interact in group projects. Collaborative learning can enhance student interaction and the exchange of ideas and experiences, which contributes to improving the quality of learning.

Developing students' professional skills

Incorporating professional skills into the course, such as communication, leadership, and time management skills. These skills can help better prepare students to enter the job market and succeed in their careers.

Encouraging research and development

Encouraging students to engage in scientific research activities related to sports facilities management. Students can be encouraged to participate in conferences, publish their research in academic journals, or present their final projects as applied research.

Ensuring a balance between theory and practice

Ensuring that the course provides an appropriate balance between theoretical knowledge and practical application. This can be achieved by incorporating real-life case studies, simulating professional situations, and providing opportunities for practical application.

Increasing focus on quality in teaching

Develop training programs for faculty members to improve their teaching skills. These programs can include the use of innovative teaching techniques, evaluating teaching effectiveness, and enhancing their classroom management capabilities.

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Appendixes
Appendix 1: Study Questionnaire

Academic Year	2024	Semester	First
Course Title	Sports Facilities Management	Course Code	SSPA 413

No	Questionnaire Item	
	Axis	Item
1	Curriculum	The course plan is clear to me (including the knowledge and skills the course is designed to develop).
2		The requirements for success in the course (including the assignments that are assessed and the assessment criteria) are clear to me.
3		The resources that helped me in the course (including faculty office hours and references) are clear to me.
4		The implementation of the course and its requirements are consistent with the course plan.
5	Instructor	The course instructor is committed to delivering the course in its entirety (e.g., starting lectures on time, attending regularly, preparing well for the lesson, etc.).
6		The course instructor has a thorough understanding of the course content.
7		The course instructor is available to help during office hours.
8		The course instructor is enthusiastic about what he or she is teaching.
9		The course instructor is interested in my progress and has helped me to do my best.
10	Resources	The core course materials are up-to-date, useful, and available (the textbook, etc.).
11		Other supporting resources I need in this course are available when needed (references, library, computers, etc.).
12		Using modern teaching techniques effectively.
13	Teaching Activities	I found encouragement to ask questions and develop my own ideas for this course.
14		The requirements of this course (classroom activities, assignments, labs, etc.) helped develop my knowledge and skills that the course aims to achieve.
15		The requirements of the course are appropriate for the number of hours allocated to it.
16		The distribution of grades for assignments and tests in this course is appropriate.
17		The marking of my assignments and tests in this course was fair.
18		There is a relationship between this course and other courses in the specialization program that I am studying.
19		What I learned in this course is important and will benefit me in the future.
20		This course helped me improve my ability to think and solve problems instead of just memorizing information.
21		This course helped me improve my skills in working as a team member.
22		This course helped me improve my ability to write and communicate effectively.
23		I am generally satisfied with the quality of this course.

Appendix 2: List Of Experts

N	Experts	University Name	Position	Rank
١	Prof. Hamza Mohammed Alfadel	Taiab University - Medina	Specialist in Education	Professor
٢	Prof. Samir Abdelnaby Sahbaan Essa	Taiab University - Medina	Department of Sports Sciences and Physical Activity	Professor
٣	Prof. Amira abdelhamed shawky abdelaziz Morsy	Taiab University - Medina	Department of Sports Sciences and Physical Activity	Professor

4	Prof. Mohammed Masoud Ibrahim Sharaf	Taiab University - Medina	Department of Sports Sciences and Physical Activity	Professor
5	Prof. Khaled Abdel Fattah Ismail Al-Batawi	Taiab University - Medina	Department of Sports Sciences and Physical Activity - Educational Resources	Professor
٦	Dr. Zayed Mohammed Altowerqi	Umm Al-Qura University - Makkah	Department of Sports Sciences and Physical Activity	Assistant Professor