

Evaluation Model Construction of Civic and Political Teaching Quality of Physical Education Courses Oriented to Lifelong Learning--Based on Hierarchical Analysis Method and Fuzzy Comprehensive Evaluation

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ABSTRACT

This paper constructs a scientific and systematic model for evaluating the quality of Civic and Political teaching in physical education courses with the core concept of establishing morality and combining the intrinsic requirements of collaborative parenting between physical education courses and Civic and Political education. The evaluation indicators use the hierarchical analysis method to assign weights to the established indicators, and at the same time, the consistency test is carried out to ensure that the weights are assigned reliably. The evaluation model is applied to a sports college, scored by questionnaire survey, and combined with the fuzzy comprehensive evaluation method to realize the rating division of the teaching quality of the college. At the beginning of the study, the first-level indicator "Chinese sportsmanship" was rated by experts as low, with a mean value of 2.4, so it was revised to "professionalism". The importance of the indicator "ideal belief" compared with other level 1 indicators in the evaluation model ranges from 2.24 to 2.65, with the highest weight of 0.308. A university implemented the evaluation model in this paper, and the quality of the university's comprehensive sports ideology teaching was rated at 4.36 points, which is a good rating. Among them, most students rated the secondary index under "ideal belief" as excellent. The results of the study can be used as a theoretical basis and a practical tool to promote the design and evaluation of the Civics teaching in college sports courses.

Keywords: Evaluation modeling; Hierarchical analysis; Fuzzy comprehensive evaluation; Lifelong learning; Civic politics in sports

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1. Introduction

In the field of education, moral education as the fundamental task of education, as Marx and Engels pointed out, moral education has a distinctive class, political and other characteristics, moral education is not only about the individual's moral growth, but also about the future of the country and the fate of the nation [1-3]. Through the cultivation of talents with high moral character and firm ideals and beliefs, we can provide a powerful guarantee of talents for the prosperity of the country and the great rejuvenation of the nation. Under the educational background of "cultivating people by virtue" in the new era, the education department emphasizes that schools should follow the educational concept of educating people by virtue, implement the educational policy of cultivating talents with both virtue and ability, and emphasize that the purpose of education is not only to cultivate students' academic ability, but also to shape thoughtful, socially responsible, innovative, responsible, and emotional senior talents [4-7]. And while the physical education curriculum promotes the overall development of students' body and mind, it also needs to guide students to pay attention to social issues at home and abroad, and enhance their sense of social responsibility and civic awareness [8-9]. The integration of Civic and political elements in the physical education curriculum to the full range of talent training is an important process in the comprehensive development of the current talent knowledge progress and value leadership [10]. Curriculum Civics and politics as a comprehensive education concept, aimed at all kinds of courses and ideological and political theory courses in the same direction, the formation of synergistic effect, and jointly realize the educational objectives of moral education [11]. No matter from the viewpoint of educational purpose, educational object and educational subject, curriculum ideology and politics is a key link in the implementation of the fundamental task of establishing morality and educating people [12-13].

At present, the sports course ideology has made considerable progress, more than 90% of the institutions have integrated the ideological elements in the sports courses, but there is no clear and effective evaluation system for the teaching effect after integration [14]. In the evaluation of physical education courses without the integration of Civics and Politics elements, students' training effect, course skills mastery, attendance, completion, etc. are often used as the evaluation system for the quality of course teaching, and there is almost no attention to students' ideological value, which has become an obstacle to the reform of physical education courses [15-16]. In sports courses, often presenting interactivity, timeliness, fun, compared to the ambiguity, hidden, hierarchy, lag in the ideological teaching, it is easier to measure in the evaluation, which has also become one of the difficulties in the evaluation of the current sports courses ideological teaching [17-18]. Secondly, the large size of students, significant personality differences, dynamic changes in thinking, low adaptability in static evaluation, the quantitative indicators and templating of traditional evaluation are not enough to deal with these situations [19]. Combining hierarchical analysis and fuzzy comprehensive evaluation can cope with these problems.

Hierarchical analysis is a combination of qualitative and quantitative, systematic and hierarchical analysis method. It decomposes a complex decision-making problem into constituent factors, and according to their interrelationships (mainly considering the dominance relationship) into a hierarchical structure including objectives, guidelines, programs and other levels, and then applies the two-by-two comparison method to determine the relative importance of decision-making options [20]. It is especially suitable for modeling unstructured problems whose decision outcomes are difficult to be measured directly and accurately for multi-criteria decision making, and has been widely applied in the fields of planning, management, distribution, behavioral science, teaching, talent cultivation, environmental evaluation, event conflict resolution, and decision forecasting, etc. [21-24]. And the fuzzy comprehensive evaluation is to quantify the fuzzy indicators reflecting the things being evaluated (i.e., to determine the degree of affiliation) by constructing the hierarchical fuzzy subset, and then use the principle of fuzzy transformation to comprehensively defuzzify the indicators, followed

by constructing the evaluation level set, and dividing the different evaluation grades [25]. Then a fuzzy relationship matrix is established to reflect the degree of affiliation of each factor to different grades. In the field of education, the combination of hierarchical analysis and fuzzy comprehensive evaluation is often used for teaching quality assessment and other work, which can fully consider the fuzzy characteristics and complex relationships of the evaluation object [26-27].

Through literature analysis and expert consultation, this paper establishes an evaluation model for the quality of ideological and political teaching in physical education courses with "ideals and beliefs", "value shaping", "professional quality", "social adaptation" and "career development" as the first-level indicators. Based on the analytic hierarchy process, the index hierarchy diagram was constructed, and on this basis, the judgment matrix was constructed, and the weights of each index were calculated through the evaluation matrix. Combined with the fuzzy comprehensive evaluation, the evaluation collection was determined according to the quality of ideological and political teaching in physical education courses. The model in this paper was applied to a sports school, and the teaching quality of the school was comprehensively evaluated by multiple students based on the evaluation indicators established by the model.

2. Subject and methodology of the study

2.1. Subjects of study

This paper takes the integration of Chinese sportsmanship into the teaching of sports course ideology as the research object, and investigates the implementation of sports course ideology in a sports academy with a total of 45 first-line teachers as well as 30 students as the survey object.

2.2. Research methodology

2.2.1. Literature method. In this paper, we read books such as "Chinese Sportsmanship and the Dream of a Powerful Sportsmanship", "Physical Education Curriculum and Pedagogy", and "Ideological and Political Cases of Exercise Physiology Course", and searched the database with the keywords of "Curriculum Ideology and Politics", "Physical Education Curriculum Ideology and Politics" and "Chinese Sportsmanship", and screened and read according to the research needs of this paper. In order to make this research more authoritative, we also read the policy information on curriculum ideology and politics from the Ministry of Education, the Chinese government website and other websites, which was used as the theoretical basis for this research.

2.2.2. Questionnaire method:

1) Formation of evaluation model questionnaire. A questionnaire is designed as an example for the sports civics course to investigate students' attitudes and cognitive behaviors after the end of the course, and analyze the teaching effect according to the results of the survey.

2) Sources of the initial questionnaire. The main sources of the initial questionnaire: systematic writing through the results of literature collection, the Outline summary and expert interviews. Selecting suitable topics from existing related questionnaires.

3) Formation of initial questionnaire. Based on the five primary indicators and 23 secondary indicators constructed, 36 cognitive topics were designed, and the 36 cognitive topics were combined with sports in depth, specific to the attitudes, beliefs and predicted behaviors of the students in the physical education curriculum.

2.2.3. Expert interview method. According to the needs of this study, the first-line teachers and heads of teaching and research groups of five physical education colleges were extracted by means of

interviews and telephone consultations to further understand the current situation of junior high school physical education curriculum ideology education and the design of first-line teachers' curriculum ideology teaching and learning, and to ask them to provide valuable suggestions for the case design of this paper, and to provide theoretical support for the writing of this paper by summarizing the relevant opinions and views.

2.2.4. Hierarchical analysis. The hierarchical analysis method (AHP) [28] is based on the program level, criterion level, and goal level to reasonably divide the decision-making factors, and after that, it can also be based on quantitative and qualitative analysis to determine the corresponding decision-making options. The method is mainly based on the assessment criteria, sub-objectives, total objectives, and alternative solutions in the process of problem analysis, and the different levels of architecture are explored accordingly. Based on the matrix eigenvectors, the weight comparison of elements between different levels is determined. And the weighted summation method is used to carry out the alternatives recursive merging, so as to determine the weight share of different programs in the total goal.

The specific implementation steps of the AHP method are as follows:

1) Establish the recursive hierarchical structure diagram. Based on the overall goal, systematically analyze different contents and determine the corresponding influencing factors, and construct a hierarchical hierarchical index system on the basis of hierarchical analysis.

2) Construct judgment matrix. Based on the index system established in the first step, according to the hierarchical hierarchical structure chart, on the basis of the expert survey method, the different influencing factors $P_1, P_2, \dots, P$ indexes are determined, and any two of the factors are compared to get the judgment matrix.

3) Judgment matrix calculation. Standardization: column standardization matrix $\bar{A}$, that is:

$$\bar{A} = [\bar{a}_{ij}] = \left[\frac{a_{ij}}{\sum_{k=1}^n a_{kj}} \right] \quad (1)$$

The $\bar{A}$ rows are summed, i.e:

$$\bar{W} = [W_i]^T = \sum_{j=1}^n \bar{a}_{ij} \quad (2)$$

Normalize $\bar{W}$.

2.2.5. Fuzzy integrated evaluation method. Fuzzy comprehensive evaluation [29] is based on fuzzy mathematical affiliation theory, based on the targeted adjustment of qualitative assessment indicators, quantitative assessment and analysis. That is, based on fuzzy mathematics, the different constraints objects and things for the corresponding assessment. And targeted to determine the corresponding assessment program, has a strong systematic characteristics, but also can not easily quantify, fuzzy, non-deterministic and other issues for better processing.

The steps of fuzzy comprehensive evaluation are as follows:

1) Construct the base level factor set and assign weights to it. The factor set is $W = \{U_1, \dots, U_i\}$, and the assignment is $W = \{U_{i1}, \dots, U_{ik}\}$.

2) Determine the rubric. In this paper, the letters V are used to represent the rubric set. Specific rubrics are determined according to the quality of teaching sportsmanship.

3) Fuzzy evaluation. On the basis of scoring, the corresponding score frequency is determined for qualitative indicators on the basis of different grades. At the level of quantitative index analysis, mainly based on the degree of affiliation, the specific results are determined accordingly. After that, based on the statistics of different factor frequencies, the corresponding index affiliation degree is determined, and then the fuzzy matrix R is determined.

4) Evaluation results. On the basis of determining the specific index affiliation degree, the corresponding matrix R is determined at the same time, and according to the arithmetic rule of $S = R \times W$, the final evaluation results can be obtained S .

3. Construction of a model for evaluating the quality of physical education and civics teaching

3.1. Initialization of the evaluation model

According to the requirements of the Outline, combined with the important discourse on education and the analysis of the opinions after the expert interviews, the indicators of the quality evaluation model of the teaching quality of the sports courses on Civics and Politics were initially formulated, which included 5 primary indicators, 23 secondary indicators and 36 cognitive questions.

3.1.1. Initial establishment of primary indicators. The establishment of the first-level indicators is mainly based on the main content of the ideological and political construction of the physical education curriculum in the "Outline", and the establishment of the first-level indicators should be macroscopic, and the general direction of the evaluation model should be grasped, and the five first-level indicators are: "ideals and beliefs", "value shaping", "Chinese sportsmanship", "social adaptation" and "career development".

3.1.2. Initial establishment of secondary indicators. The establishment of secondary indicators builds on the establishment of primary indicators, and the 23 secondary indicators are shown in table 1.

Table 1. The secondary indicators corresponding to the first level index

Primary indicators	Number	Secondary indicators	Number
Belief ideal	A1	National feelings	A11
		Political identity	A12
		Right leader	A13
		The realization of the Chinese dream	A14
		The realization of the sports dream	A15
Value shaping	A2	Love the state	A21
		professionalism	A22
		Honesty quality	A23
		Friendly character	A24
Chinese sports spirit	A3	patriotism	A31
		optimism	A32
		Scientific pursuit	A33
		Fair competition spirit	A34
		collectivism	A35
		heroism	A36
Social adaptation	A4	Social ability	A41
		Communication ability	A42
		Lifelong learning consciousness	A43
		Organizational ability	A44
Career development	A5	Occupational cognition	A51
		Occupational attitude	A52
		Behavior habit	A53
		Occupational planning	A54

3.2. Expert questionnaire process

The consultation distributed the expert questionnaire to five experts, who scored it based on their knowledge and teaching experience. 5=essential, 4=important, 3=basic, 2=reference, 1=invalid, with suggestions for modification following the corresponding scores.

3.2.1. Process for identifying tier 1 indicators. During the expert consultation, experts paid high attention to this evaluation model and made pertinent suggestions, as described below.

Table 2 shows the results of the expert scores of the first-level indicators, from which it can be seen that the five experts scored 5 points on the two indicators of "ideals and beliefs" and "value shaping", indicating that this indicator is a necessary indicator and is therefore retained. The three experts scored 2 points on the "Chinese sportsmanship" and the two experts scored 3 points, indicating that this indicator is a reference index, and the experts said in the revision opinions that the index can be concretized and more in line with the actual situation of students, so the index needs to be revised. Two experts rated "social adaptation" with a score of 4 and three experts with a score of 5, indicating that this indicator is important and therefore retained. Four experts rated "career development" with a score of 5 and one with a score of 4, indicating that this indicator is important and retained.

In the experts' suggestions, it was mentioned that the indicator of "Chinese sportsmanship" should be changed first, and after exchanges and discussions with experts, it was decided to change "Chinese sportsmanship" to "professional quality", which is more in line with the actual learning of students.

Table 2. Level indicator expert assessment

Primary indicators	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
A1	5	5	5	5	5
A2	5	5	5	5	5
A3	3	2	2	3	2
A4	5	4	5	5	4
A5	5	5	5	4	5

3.2.2. Process for identifying secondary indicators. Table 3 shows the results of experts' scores on the preliminary secondary indicators. From the analysis of the table and the experts' suggestions, it can be seen that the five experts scored 5 points on the five secondary indicators of "family and country feelings", "political identity", "correct leadership", "realization of the Chinese dream" and "realization of the sports dream", indicating that these five indicators are necessary indicators and are therefore retained.

The scores of the four indicators of "patriotic feelings", "professional dedication", "integrity quality" and "friendly character" are all 4 points or above, and they are all retained. The six indicators of "patriotism", "optimism and self-confidence", "scientific and realistic spirit", "fair competition spirit", "collectivist spirit" and "heroic spirit" need to be changed with the change of "Chinese sports spirit". The scores of the four indicators of "social communication ability", "communication and expression ability", "lifelong learning awareness" and "organizational planning ability" all exceeded 4 points and were retained. The scores of the four indicators of "occupational cognition", "professional attitude", "behavioral habits" and "career planning" also exceeded 4 points and were retained.

Replace "Chinese sportsmanship" with "professionalism", which is recorded as Level 1 indicator A3. The second-level indicators under "professionalism" are added as "enhancing physical fitness", "improving personality", "tempering will" and "responsibility", which are recorded as second-level indicators A31, A32, A33 and A34 in turn.

Table 3. The initial secondary index expert review table

Primary indicators	Secondary indicators	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
A1	A11	5	5	5	5	5
	A12	5	5	5	5	5
	A13	5	5	5	5	5
	A14	5	5	5	5	5
	A15	5	5	5	5	5
A2	A21	5	5	5	5	5
	A22	5	5	5	4	4
	A23	4	5	4	4	5
	A24	4	4	4	4	4
A3	A31	3	4	5	3	4
	A32	3	5	4	3	4
	A33	3	5	3	4	3
	A34	5	4	4	4	4
	A35	4	3	4	3	5
	A36	4	3	4	3	5
A4	A41	4	4	5	4	5
	A42	5	5	5	4	5
	A43	4	4	4	4	5
	A44	5	4	4	4	5
A5	A51	4	4	5	5	4
	A52	5	5	4	4	5
	A53	4	5	5	4	4
	A54	4	5	4	5	4

3.3. Indicator weights and consistency test based on hierarchical analysis method

In this section, the hierarchical analysis method is used to assign weights to the evaluation indicators of the quality of teaching Civics and Politics in physical education courses. First of all, according to the teaching quality evaluation index system, construct the recursive hierarchical structure model, including the target layer: 5 first-level indicators, the indicator layer: 21 second-level indicators, and construct the judgment matrix. After using the geometric mean method [30] to compare the importance of the primary and secondary indicators in the evaluation system, the weights of the indicators are obtained through normalization.

Fig. 1 obtains the results of the calculation of the importance of the first-level index and the second-level index in the teaching quality evaluation system. Among them, A31, A32, A33 and A34 represent "enhancing physical fitness", "improving personality", "tempering will" and "responsibility" in the revised secondary indicators "professional quality", and the other indicators are consistent with the above correspondence. As can be seen from the figure, the importance of each indicator relative to itself is 1. Compared with "value shaping", "Chinese sportsmanship", "social adaptation" and "career development", the importance of "ideals and beliefs" in the first-level indicators is 2.65, 2.41, 2.24 and 2.41, respectively, that is, it has the strongest importance among all the first-level indicators. The

importance results of the comparison between the secondary indicators are all 1, indicating that the importance of the secondary indicators is consistent.

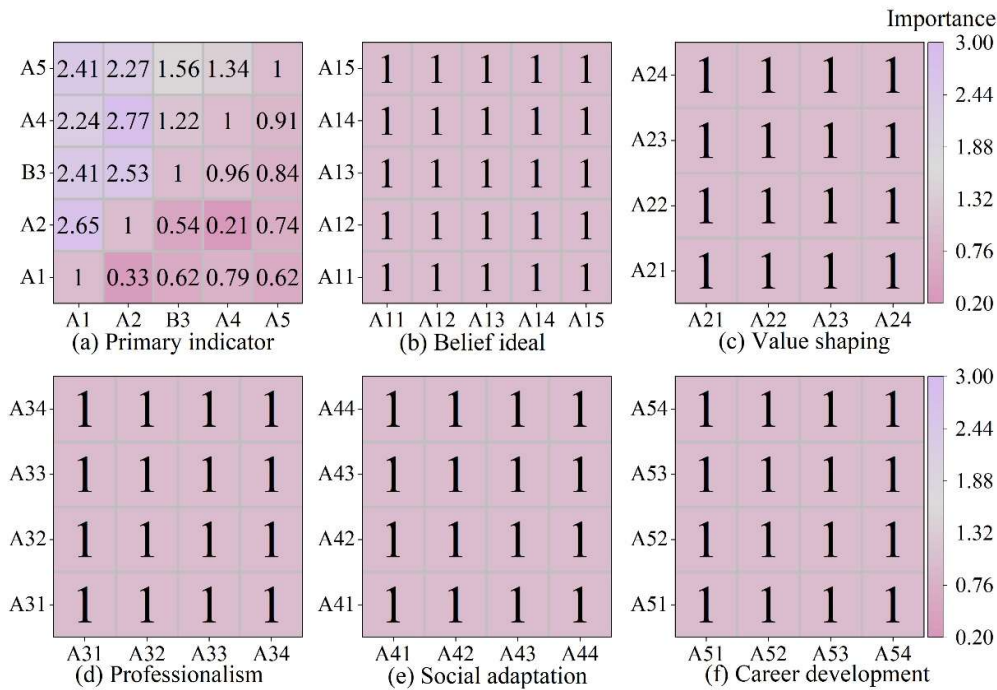


Fig. 1. Two or two comparisons of important results

The weights of the first-level and second-level indicators in the teaching quality evaluation system are shown in Table 4. It can be seen from the table that the weights of "ideals and beliefs", "value shaping", "Chinese sportsmanship", "social adaptation" and "career development" in the first-level indicators are 0.308, 0.245, 0.174, 0.144 and 0.129, respectively, and the consistency test $CR=0.03<0.1$ passes the consistency test. The weight of the second-level index corresponding to each first-level index is equal, and the $CR < 0.1$, which passes the consistency test. The weight analysis of the evaluation indicators can be used for teachers to focus on ideological and political teaching, and after the course, teachers can also add or delete the integration of ideological and political content according to the teaching results.

Table 4. The weight of the primary and secondary indicators

Primary indicators	Weighting	Consistency	Secondary indicators	Weighting	Consistency
A1	0.308	0.03	A11	0.2	0.052
			A12	0.2	
			A13	0.2	
			A14	0.2	
			A15	0.2	
A2	0.245		A21	0.25	0.031
			A22	0.25	
			A23	0.25	
			A24	0.25	
A3	0.174		A31	0.25	0.049
			A32	0.25	
			A33	0.25	
			A34	0.25	
A4	0.144		A41	0.25	0.073
			A42	0.25	
			A43	0.25	
			A44	0.25	
A5	0.129		A51	0.25	0.034
			A52	0.25	
			A53	0.25	
			A54	0.25	

4. Practical use of the model for evaluating the quality of teaching civics in physical education courses

In this section, the evaluation model of teaching quality of sports ideology and politics proposed above is put into practice in a sports college, based on 36 questionnaires designed in the article about the perception of sports ideology and politics, and 30 students in the college are selected to conduct research on the teaching quality of sports ideology and politics. Using the fuzzy comprehensive judgment method, based on the weights of the above indexes, the teaching quality of the school was rated and classified.

4.1. The process of utilizing fuzzy comprehensive judgment practice

1) Establishing the evaluation factor set. According to the index system of student evaluation of teaching quality in high school physical education classroom constructed in this study, the evaluation factor set is determined, namely:

First-level indicators:

A = (A1, A2, A3, A4, A5)

Second-level indicators:

A1 = (A11, A12, A13, A14, A15)

A2 = (A21, A22, A23, A24)

A3 = (A21, A22, A23, A24)

A4 = (A41, A42, A43, A44)

A5 = (A51, A52, A53, A54)

Where A1, A2, A3, A4, A5 denote six first-level indicators, and A11, A12...A53, A54 denote the second-level indicators under the first-level indicators.

2) Establishment of hierarchical evaluation language set. According to the order of importance of the relationship between the various levels of evaluation phrases will be set as $V = (V1, V2, V3, V4, V5) = (\text{excellent, good, general, qualified, to be improved})$, each level of the corresponding score $V = (5, 4, 3, 2, 1)$.

3) Indicator weight set. According to the hierarchical analysis method to obtain the weight of each indicator to establish the indicator weight set:

First-level indicators:

$WA = (0.308, 0.245, 0.174, 0.144, 0.129)$

Level II indicators:

$WA1 = (0.20, 0.20, 0.20, 0.20, 0.20)$

$WA2 = (0.25, 0.25, 0.25, 0.25)$

$WA3 = (0.25, 0.25, 0.25, 0.25)$

$WA4 = (0.25, 0.25, 0.25, 0.25)$

$WA5 = (0.25, 0.25, 0.25, 0.25)$

According to the above research method and process of dealing with the frequency of the evaluation result rating scale, the fuzzy comprehensive evaluation judgment matrix is constructed for this study.

4.2. Fuzzy Comprehensive Evaluation of the Quality of Civics Teaching in Physical Education Courses

Using the weighted average $M (*, +)$, the first-level comprehensive evaluation score is obtained after the synthetic operation based on the weight coefficients of each indicator already obtained above. The obtained first-level fuzzy comprehensive evaluation score is weighted with the set of hierarchical evaluation phrases, and the first-level judgment score of each indicator is shown in Figure 2. The second-level fuzzy comprehensive evaluation is obtained from the first-level fuzzy comprehensive evaluation of line variables, and the obtained second-level fuzzy comprehensive evaluation score is weighted with the hierarchical evaluation of the set of words, and the second-level judgment score of each indicator is shown in Figure 3. The third-level fuzzy comprehensive evaluation is obtained from the second-level fuzzy comprehensive evaluation line variables, and the obtained third-level fuzzy comprehensive evaluation score is weighted with the hierarchical evaluation of the set of words to obtain an overall score of 4.36.

In the fuzzy comprehensive evaluation practice and application of the student evaluation index system of ideological and political teaching quality of physical education courses constructed in this study, it can be seen that the scores of each index at different levels are different. The quality of comprehensive physical education ideological and political teaching was good, with an overall score of 4.36. Through the scores of "ideals and beliefs", "value shaping", "professional quality", "social adaptation" and "career development", it can be seen that "ideals and beliefs" have the highest scores and close to excellent among the five first-level indicators, indicating that the integration of ideological and political elements in physical education classrooms is helpful to cultivate students' feelings of family and country, political identity, etc. The improvement of students' "ideals and beliefs" indicates that the accuracy and cooperation of sports activities strengthen the recognition of students' ideological and political content.

Specifically, the score of the second-level index under "ideals and beliefs" is about 4.4~4.8 points, which is good. Among them, "correct leadership" was recognized by most of the students, and most of them were given excellent in the grade evaluation. The scores of the secondary indicators under "value shaping", "professional quality", "social adaptation" and "career development" are between 4.0~4.6 points, and the secondary index grades given by most students are between good ~ excellent, which

fully demonstrates the ideological and political effectiveness of physical education courses and promotes the sublimation of students' thoughts.

The results of the above practical use of fuzzy comprehensive evaluation is a reflection of the quality of the teaching of sports courses Civics and Politics of the sampled classes, but the purpose of the evaluation does not only stay in the scoring and the determination of the quality of the good and bad, make an in-depth analysis of the results of the evaluation, to find out the existing strengths and weaknesses of the quality of classroom teaching, so as to make teaching improvements, and to promote the development of the quality of teaching.

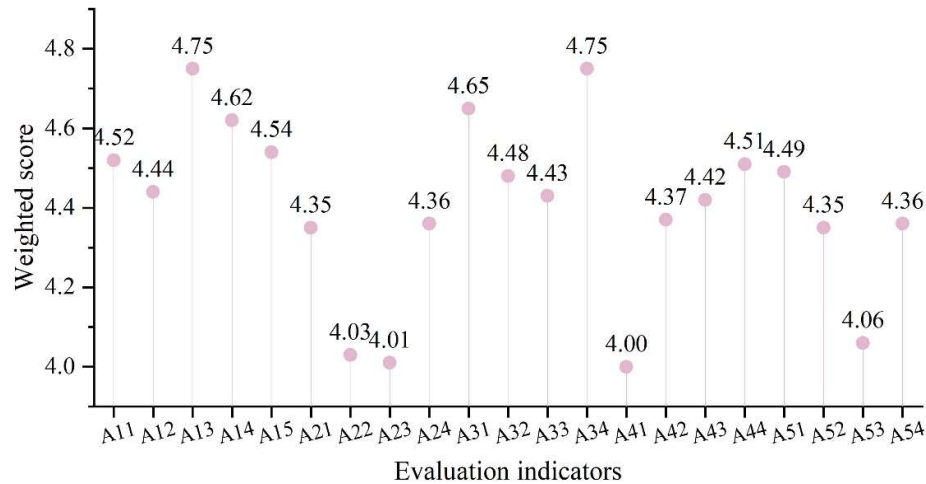


Fig. 2. The results of each index are scored

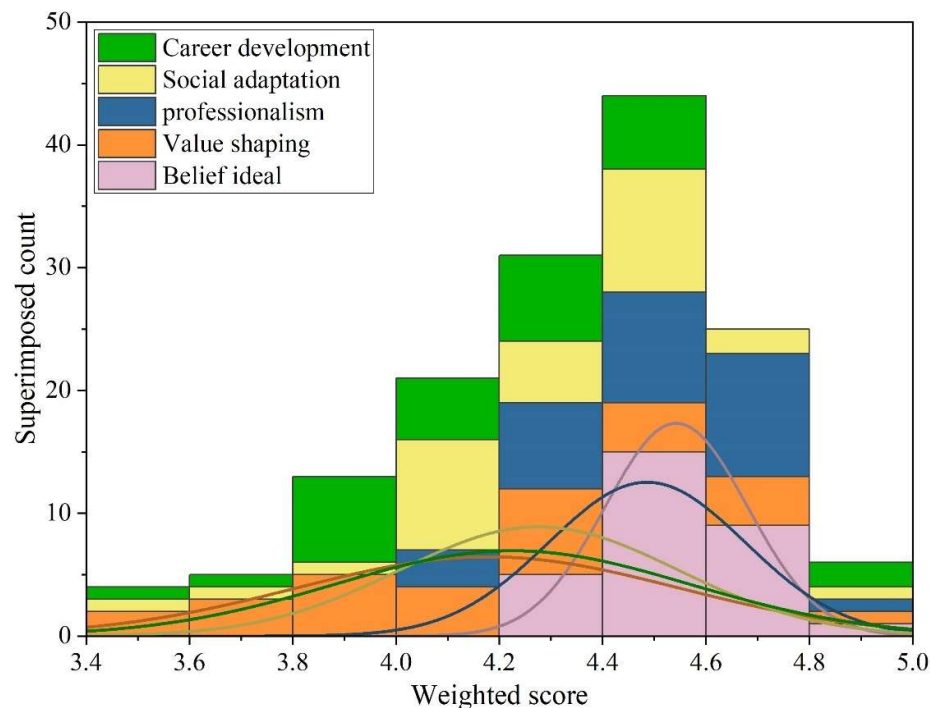


Fig. 3. Secondary fuzzy comprehensive evaluation

5. Conclusion

This research constructs a quality evaluation model of the teaching quality of the sports course Civics and Politics, and achieves the purpose of moral education through the intermingling of disciplines.

Through reviewing relevant literature, we initially established the education quality evaluation indexes, and the initial indexes were reasonably modified after expert rating suggestions to establish the final evaluation indexes. Based on the hierarchical analysis method, the hierarchical structure model and judgment matrix were constructed, combined with the geometric mean method to compare the importance of each index, and normalized to determine the weights of each dimension. The teaching quality rating is quantified through the fuzzy comprehensive evaluation method, and the feasibility of the model is verified through the empirical research on the teaching of Civics and Politics in the physical education course of a sports college.

Based on the opinions of experts, the initial first-level indicator "Chinese sportsmanship" was changed to "professional quality", and "enhancing physical fitness", "improving personality", "tempering will" and "responsibility" were added as second-level indicators. The importance of the first-level indicators "ideals and beliefs" compared with "value shaping", "Chinese sportsmanship", "social adaptation" and "career development" were 2.65, 2.41, 2.24 and 2.41, respectively, and the importance of the second-level indicators was 1. The weights of the above-mentioned first-level indicators are 0.308, 0.245, 0.174, 0.144 and 0.129, respectively. Students in a sports college have a high degree of recognition of the school's "ideals and beliefs", and the score of its lower secondary indicator "correct leadership" is 4.75 points. The school's comprehensive physical education ideological and political teaching quality score is 4.36, which is in the good rating range.

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