

Evaluation of the Bachelor of Physical Education Training Program of the Faculty of Physical Education – Hue University from the Lecturer's Perspective

Dr. Le Cat Nguyen^[1], Msc. Le Thi Bich Dao^[2], Msc. Nguyen Ngoc Nguyen Vy^[3]

^[1]School of Physical Education, Hue University, Vietnam

^[2]Training and Student Affairs Department, Hue University, Vietnam

^[3]Khanh Hoa University, Vietnam

Abstract. Evaluation of the training program is important in building and developing the program. The evaluation must be conducted based on stakeholders' opinions, such as those of students, alumni, lecturers, employers, etc. The article's content presents the evaluation results of the Bachelor of Physical Education training program at Hue University from the lecturer's perspective. The evaluation results are an important basis for reviewing and proposing content that needs to be adjusted and updated in the Bachelor of Physical Education training program of the Faculty of Physical Education - Hue University.

Keywords: evaluation, training program, lecturer, physical education

Introduction

Collecting feedback from stakeholders such as employers, lecturers, alumni, and students is an important basis for evaluating and designing or improving the training program. Surveying stakeholders' opinions on the quality of the training program is an objective and helpful evaluation tool that helps ensure the quality of education is carried out smoothly and achieves high results. Within the scope of the article's research, we evaluate the training program for Physical Education at Hue University from the lecturers' perspective. Those in charge of program improvement will use the survey results as an important reference when reviewing, adjusting, and updating the Bachelor in the Major of Physical Education School of Physical Education - Hue University training program.

Overview of the Research Problem

Through an overview of research issues, we found that although the issue of training program evaluation is critical when improving the program, in the field of Physical Education, only a few authors are interested in researching, such as Le Quang Dung (2020), Ngo Kien Trung (2022), Le Cat Nguyen (2023).

Objective, Research Task, and Scope of Research

Objectives: A training program for bachelors in Physical Education of the Faculty of Physical Education - Hue University.

Research task: Evaluation of the Bachelor's in Physical Education training program of the School of Physical Education - Hue University.

Scope of Research: The article evaluates the training program for bachelors in Physical Education of the Faculty of Physical Education - Hue University from the lecturers' perspective.

Research Methodology

Document analysis and synthesis method

The article collects research documents from sources such as the National Library of Vietnam, Hue University Library, libraries of domestic sports universities, and internet search

engines... From the collected documents, we read, analyzed, and synthesized the contents related to evaluating the training program for bachelors in PE.

Sociological survey method

To obtain research data, we distributed survey forms to 45 lecturers, and the total number of valid ballots was 45. The questionnaire uses a Likert scale with five levels:

1 - Completely disagree, 2 - Disagree, 3 - Uncertain, 4 - Agree, 5 - Strongly agree

Make judgments based on the survey contents' average score (GPA) of the survey contents. Contents with high GPAs show that the content is being implemented well. The level difference is 0.8 [according to the formula $(\text{Max}-\text{Min})/n$]. Thus, the conventional mean scores for the levels are:

- Level 1 (lowest): $1 \leq \text{Mean} < 1.8$ (completely disagree/bad)
- Level 2: $1.8 \leq \text{Mean} < 2.6$ (disagree/poor)
- Level 3: $2.6 \leq \text{Mean} < 3.4$ (undecided/average)
- Level 4: $3.4 \leq \text{Mean} < 4.2$ (agree/fair)
- Level 5 (highest): $4.2 \leq \text{Mean} \leq 5$ (completely agree/good)

Mathematical statistical methods

We used Excel 2013 and SPSS 22.0 software to process and analyze the data collected during the research process.

Research Findings and Discussion

Some Related Concepts

Evaluation of training programs

Circular 17/2021/TT-BGDĐT emphasizes that the evaluation must clarify the effectiveness of the training program being implemented, and the evaluation must make recommendations for improving the quality of the training program [9]. According to UNESCO documents, program evaluation is a systematic, critical, and overall analysis process to conclude the program's quality [11]. According to Peter F. Oliva (2006), program evaluation examines all program elements to check whether the program achieves all the objectives according to the proposed methods [6]. There may be many concepts about the training program; however, all evaluation activities must answer two questions: Does the training program achieve the objectives (knowledge, skills, attitudes)? Moreover, how can the training program be improved? Thus, evaluating the training program is the collection of feedback on the program's effectiveness from all relevant people, that is, considering how effective the program is in helping learners achieve the required results and how the program has achieved its goals.

Program Quality

According to the Vietnamese dictionary, "Quality creates the quality and value of a person, a thing, or an event" [7]. The International Organization for Standardization ISO defines: "Quality is the ability of a set of characteristics of a product, system, or process to meet the requirements of customers and related parties" [12]. Saylor (2002) believes "quality is fitness for purpose or meeting customer needs. Quality is a relative, broad, multidimensional concept, and people have different priorities when considering it" [8]. From the above concepts, we present our viewpoint on program quality: Program quality is the level of performance of the program to pre-determined standards, the satisfaction of the needs of users (teachers, students, managers, etc.), and the needs of users of the program's products.

Introduction to the Physical Education Training Program

The Physical Education training program under the credit system of the School of Physical Education was issued in 2015, with a total of 121 credits, including **General**

Education (36 credits); **Professional Education** (72 credits), including Basic Education (25 credits), Industry (37 credits), Pedagogical Education (10 credits); **Internship, practice** (06 credits) and **Graduation thesis or alternative courses** (07 credits).

Evaluation of the Physical Education Training Program from the Perspective of Lecturers

Regarding the objectives and output standards of the Physical Education training program

Table 1. Results of lecturers' evaluation of the objectives and output standards of the training program (n=45)

No	Evaluation criteria	Quantity and percentage by evaluation level Score										Average $\bar{X}$	Evaluation
		1		2		3		4		5			
		n	%	n	%	n	%	n	%	n	%		
1	The training program has clear objectives	0	0	3	6.98	5	11.63	30	69.77	7	16.28	4.09	Fair
2	The training program content reflects the objectives of the program	0	0	5	11.63	9	20.93	21	48.84	10	23.26	3.98	Fair
3	Output standards of the training sector clearly state the qualities and abilities that learners need to achieve	1	2.33	4	9.3	8	18.6	16	37.21	16	37.21	4.12	Fair
4	The training program's output standards are suitable for social needs	4	9.3	10	23.26	9	20.93	17	39.53	5	11.63	3.35	Average

The results in Table 1 show that, except for the criterion "The training program's output standards are suitable for social needs," which is only at an average level, the other criteria are at a fair level. This issue needs attention to adjust the content to meet social needs in the current period.

Regarding the content and structure of the Physical Education training program

Table 2. Results of lecturers' evaluation of the content and structure of the training program (n=45)

No	Evaluation criteria	Quantity and percentage by evaluation level Score										Average	Evaluation
		1		2		3		4		5		X	
		n	%	n	%	n	%	n	%	n	%		
1	The duration of subjects in the general education and physical education block is reasonable	7	16.28	8	18.6	8	18.6	16	37.21	6	13.95	3.28	Average
2	The duration of subjects in the physical education block is reasonable	4	9.3	7	16.28	16	37.21	14	32.56	4	9.3	3.3	Average
3	The duration of subjects in the vocational education block and internship is reasonable	4	9.3	7	16.28	15	34.88	14	32.56	5	11.63	3.35	Average
4	Subjects are connected	1	2.33	4	9.3	16	37.21	18	41.86	6	13.95	3.7	Fair
5	Training program has a reasonable distribution of theory and practice	5	11.63	4	9.3	15	34.88	18	41.86	3	6.98	3.37	Average
6	Includes subjects that provide basic skills and professional skills	3	6.98	3	6.98	7	16.28	25	58.14	7	16.28	3.84	Fair
7	Is the duration of practice courses sufficient to develop professional skills?	5	11.63	5	11.63	16	37.21	19	44.19	0	0	3.23	Average
8	Updated curriculum content	8	18.6	11	25.58	20	46.51	5	11.63	1	2.33	2.67	Average
9	Are soft skills training programs useful?	4	9.3	7	16.28	18	41.86	15	34.88	1	2.33	3.19	Average

The results in Table 2 show that most lecturers believe allocating time between theoretical, practical, and pedagogical subjects needs to be revised. Specifically, lecturers believe that the time for theoretical subjects is long. In contrast, the time required for practical and pedagogical subjects is short, and more is needed to help students develop the necessary professional skills. In addition, lecturers also believe that the general education sector's training program can be innovated infrequently.

Regarding the organization, training management, and student affairs

Table 3. Evaluation results of lecturers on the organization, training management, and student affairs

No	Evaluation criteria	Quantity and percentage by evaluation level Score										Average X	Evaluation
		1		2		3		4		5			
		n	%	n	%	n	%	n	%	n	%		
1	The study plan is announced promptly, creating favorable conditions for students	1	2.33	6	13.95	7	16.28	19	44.19	12	27.91	3.95	Fair
2	The class size is reasonably convenient for students in studying	0	0	0	0	7	16.28	11	25.58	27	62.79	4.65	Good
3	Students are fully informed about the criteria for evaluating learning outcomes	2	4.65	1	2.33	7	16.28	23	53.49	12	27.91	4.12	Fair
4	Assessment and evaluation methods are appropriate to the program objectives	2	4.65	3	6.98	7	16.28	12	27.91	21	48.84	4.23	Good
5	Academic advisors are caring, cooperative, and manage students well	1	2.33	3	6.98	9	20.93	15	34.88	17	39.53	4.16	Fair
6	Staff of the Working Groups have a good attitude towards serving students	2	4.65	2	4.65	18	41.86	16	37.21	5	11.63	3.47	Fair
7	Students are given opportunities to participate in sports activities,	2	4.65	3	6.98	8	18.6	18	41.86	14	32.56	4.05	Fair

	Extracurricular activities												
8	Students are encouraged and facilitated to participate in scientific research	0	0	5	11.63	5	11.63	16	37.21	19	44.19	4.28	Good
9	Fully address social policies for students	1	2.33	3	6.98	11	25.58	15	34.88	15	34.88	4.07	Fair
10	Union and association activities are valuable and practical, attracting students to participate	2	4.65	6	13.95	12	27.91	15	34.88	10	23.26	3.72	Fair

The above results show that the lecturers' opinions are fair and reasonable. However, to improve the quality of training services, managers also need to pay attention to the service attitude of the staff of the Working Groups towards students.

Students' evaluation of facilities and learning materials

Table 4. Results of lecturers' evaluation of facilities and learning materials

No	Evaluation criteria	Quantity and percentage by evaluation level Score										Aver age	Evalu ation
		1		2		3		4		5			
		n	%	n	%	n	%	n	%	n	%	X	
1	Grounds, gyms, and training equipment are fully equipped	3	6.98	3	6.98	18	41.86	17	39.53	4	9.3	3.51	Fair
2	Spacious theoretical classrooms, fully equipped with teaching equipment	1	2.33	4	9.3	8	18.6	18	41.86	14	32.56	4.07	Fair
3	Library has enough reference materials	3	6.98	5	11.63	10	23.26	17	39.53	10	23.26	3.74	Fair
4	The Faculty's environment facilitates students' learning and research	4	9.3	4	9.3	6	13.95	17	39.53	14	32.56	3.91	Fair

However, it should be noted that the criterion "The Faculty's playground, gym, and training equipment are adequate" is only rated quite low by lecturers (Average score = 3.51, approaching the average level).

*About the results achieved by the training program***Table 5. Results of lecturers' evaluation of the results achieved from the training program**

No	Evaluation criteria	Quantity and percentage by evaluation level Score										Average $\bar{X}$	Evaluation
		1		2		3		4		5			
		n	%	n	%	n	%	n	%	n	%		
1	The training program provides students with the necessary knowledge	2	4.65	7	16.28	9	20.93	13	30.23	14	32.56	3.84	Fair
2	The training program equips students with necessary professional skills	1	2.33	5	11.63	8	18.6	21	48.84	10	23.26	3.93	Fair
3	Meets the training goals of the industry	2	4.65	3	6.98	11	25.58	19	44.19	10	23.26	3.88	Fair
4	Training programs help students develop self-study, self-research, and creative thinking abilities	3	6.98	7	16.28	12	27.91	17	39.53	6	13.95	3.51	Fair
5	Training programs help students develop soft skills	2	4.65	4	9.3	10	23.26	23	53.49	6	13.95	3.77	Fair
6	Training programs help students develop foreign language and computer skills	3	6.98	9	20.93	15	34.88	15	34.88	3	6.98	3.28	Average
6	Training programs help students orient their careers	1	2.33	7	16.28	11	25.58	19	44.19	7	16.28	3.7	Fair
7	The training program helps students develop the qualities that learners need	1	2.33	1	2.33	7	16.28	20	46.51	16	37.21	4.28	Good
8	Are students confident in meeting career requirements after completing the course?	4	9.3	8	18.6	14	32.56	15	34.88	4	9.3	3.3	Average

The survey results show that students have a relatively upbeat assessment of the training program quality when 5/8 criteria are assessed at a fair level, 01 criterion at a reasonable level, and 02 criterion at an average level. However, the fact that only 01 criteria was rated as good,

and 02 criteria were rated as average, namely "The training program helps students develop foreign language and computer skills" and "Students are confident in their ability to meet career requirements after completing the course?" shows that it is necessary to improve the program to improve the quality of training.

Some other feedback from lecturers about the training program

In the expanded content of the interview form: "*Do you have any other opinions about the training program for the General Education major?*" The topic received some comments from lecturers as follows:

- 41/45 lecturers suggested increasing the hours for practical subjects and reducing the hours for theoretical subjects.
- There are 17 opinions suggesting that the number of lessons on Pedagogical Training should be increased or the subject should be added so that students have time to practice teaching, refereeing methods, training methods, etc., to equip students with the necessary knowledge before practicing. At the same time, it is necessary to increase the total number of credits in the training program of the Physical Education major.
- There are 14 opinions suggesting that the training program should be supplemented with field trips and field trips to other units operating in Physical Education and Sports.
- Nine opinions suggest that the training program should focus on equipping students with knowledge of foreign languages, information technology, and soft skills.
- There are 15 opinions suggesting that the Faculty should regularly organize sports competitions so that students can participate in organizing work, refereeing work, and competing to improve their professional qualifications.

Conclusion

The results of the survey of lecturers' opinions on the training program of the Physical Education major show that most lecturers highly appreciate the quality of the training program of the Physical Education major. However, there are still some criteria that lecturers, including criteria on output standards, have not highly appreciated; the content and structure of the training program are still unreasonable in some places; the training program has not been updated for a long time; the facilities for studying and practicing extracurricular practical subjects are pretty limited.

From the above survey results, the research team recommends that the Faculty of Physical Education should focus on adjusting and updating the contents when improving the training program of the Physical Education sector, including Adjusting output standards, updating and adding some new subjects to meet social needs; Increasing the number of hours of practical subjects; Reducing the number of credits and subjects that are less related to the training industry in the general education knowledge block and basic knowledge of the industry; Increasing the time for studying and practicing professional skills in the pedagogical knowledge block or adding subjects so that students have time to practice teaching, arbitration methods, and training methods; Increase the total number of TCs of the training program to improve the quality of training in the field of physical education at the Faculty of Physical Education - Hue University.

Acknowledgment

We extend our heartfelt gratitude to the Board of Directors of Hue University and the esteemed leaders of the School of Physical Education for their unwavering support and for providing us with the favorable conditions necessary to undertake our research as part of the Hue University-level Science and Technology project in 2023 titled "Research on developing

the training program of Physical Education of the School of Physical Education - Hue University to meet social needs."

References

- Bosco, J. (1971). Curriculum Theory: Review of the book Curriculum Theory (2nd ed.). *The Educational Forum*, 35(2), 259-260.
- Circular No. 17/2021/TT-BGDDT dated June 22, 2021, Promulgating regulations on training program standards; developing, evaluating, and promulgating training programs at all levels of higher education
- Ho Chi Minh City National University. (2011). *Training materials for self-assessment of training programs according to AUN standards*. Center for Testing and Assessment of Training Quality, Ho Chi Minh City National University, Ho Chi Minh City.
- Hoang Phe (2003), *Vietnamese Dictionary*.
- Hue University. (2019). *Decision No. 1795/QĐ-DHH dated December 31, 2019, of the Director of Hue University on developing, appraising, and announcing the output standards of university-level training programs at Hue University*.
- International Organization for Standardization (ISO). Retrieved March 15, 2022 from <https://uci.vn/chat-luong-la-gi/>.
- Le Cat Nguyen. (2023). Evaluation of the effectiveness of modules in the training program of the Physical Education major of the Faculty of Physical Education - Hue University based on learners' feedback. *Journal of Sports Science, Institute of Sports Science, special issue 2023*.
- Ngo Kien Trung. (2022). *Evaluation of the Bachelor of Physical Education Program at Ho Chi Minh City University of Education to Meet Social Needs*. Doctoral thesis, Ho Chi Minh City University of Physical Education and Sports.
- Nguyen Duc Chinh. (2007). *Measurement and evaluation in education*. Lecture notes, Hanoi.
- Oliva, P. F. (2006). *Curriculum development*. Education Publishing House. Translated by Nguyen Kim Dung.
- Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1981). *Curriculum planning for better teaching and learning* (4th ed.). New York, NY: Holt, Rinehart, & Winston.
- UNESCO. *Criteria, Analytic Quality Glossary*, Retrieved October 28, 2007.