



STUDENTS' SATISFACTION WITH PEDAGOGY TEACHING

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ABSTRACT

Satisfaction with the training process is seen as one of the main criteria for accreditation of all higher education programs, according to the requirements of the National Evaluation and Accreditation Agency in Bulgaria. Students' satisfaction is connected with the students' perception of the extent to which their needs or expectations have been met in the learning process. The aim of the research was to study students' satisfaction with the quality of pedagogy teaching at the National Sports Academy. The research involved 65 students (33 men, 32 women). The satisfaction survey was conducted using an online-based questionnaire (Google-Form). Subjects did not indicate their names, but only their group and gender. The results obtained show that, as a whole, students were satisfied to a very large extent with pedagogy teaching. Gender did not affect satisfaction. However, the attendance rate affected it. Students who attended all lectures had the highest degree of satisfaction, while students who did not attend any lectures had the lowest. Students who had finished elite secondary school (which is related to very high expectations of teaching), were the least satisfied and they were the ones who most often skipped lectures. The most important factor affecting students' satisfaction was the behavior of lecturers and their interaction with the students.

Key words: teaching, education, satisfaction, pedagogy, expectations, attendance, students

INTRODUCTION

The system of higher education in the country functions and develops under difficult social conditions. Important new trends significantly change the philosophy and the vision of higher education institutions in Bulgaria.

Since the end of the last century, the number of universities (state and private) has increased considerably, which naturally leads to the establishment of many new specialties and professional fields (5-6). On the other hand, the increasing demographic crisis and the significant number of young people leaving the country or leaving to continue their education abroad, leads to a significant reduction in the number of students and the impossibility to fill the planned number of places in the offered specialties at the Bulgarian universities. There is a trend towards increased competition between the universities and a constant

struggle for survival and searching of numerous ways to attract new students (8).

These processes require special measures to be taken towards an improvement of the quality of training, the development of new attractive curricula, and the introduction of modern and innovative methods, approaches and forms of instruction. In this respect, the satisfaction of the students with the quality of teaching is essential (3-10).

Satisfaction with teaching/lecturing is seen as one of the main criteria for accreditation of all higher education programs, according to the requirements of the National Agency for Assessment and Accreditation (7).

Students' satisfaction is defined as "students' perception of the extent to which their needs or expectations have been met in the learning process" (4). It is connected with "a formulated need or expectation that is usually implied or mandatory" (4).

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Establishing the level of students' satisfaction is one of the criteria for measuring the quality of teaching/lecturing in different majors in the respective higher schools. For this purpose, various satisfaction factors such as teaching methodology, lecturers' attitudes towards learners and support during the education, management of the specialty and organization of the training course, materials and technical support, training base and others (1-4). The students' satisfaction cycle can be presented in the following way: "student expectations - meeting expectations in the learning process - gaining experience - perceiving and evaluating by the students - expressing satisfaction - forming new expectations" (4).

Students' satisfaction is an important indicator which affects the expectations and perceptions of the students. Once measured, it serves as an indicator of future development and greatly influences both the student's success during the course and the improvement of the teaching practice (1-7).

METHODOLOGY

The aim of the research is to study the degree of satisfaction of the students from the National Sports Academy with the quality of education in Pedagogy and Sports Pedagogy.

Pedagogy and Sports Pedagogy is a compulsory course for all specialties at the National Sports Academy (without the specialty of Kinesitherapy). It is taught for two semesters in the second year of the Bachelor's degree program. The total number of academic hours is 90 (45 hours lectures and 45 hours seminars) (2).

The differentiation of students' satisfaction according to various learning characteristics is one of the interesting aspects of the study. In our opinion, specific factors such as gender, learning group, specialty, type of secondary school and others influence the satisfaction of the students (9).

The subjects of the study are a total of 65 students from the NSA, representatives of several departments of the Academy - Sport, Sports Management, Adapted Physical Activity and Sports, Sports Animation. The respondents include 33 men (50.8%) and 32 women (49.2%).

For the purposes of the study, a special questionnaire on learning satisfaction was created. The questionnaire was aimed at

measuring the following criteria: quality of the specialty education; quality of pedagogy lectures; quality of pedagogy seminars; amount of acquired knowledge in pedagogy; practical application of the knowledge acquired in pedagogical training; positive and respectively negative aspects of pedagogical training. The evaluation of the items was done on a 5-degree Likert scale (1 is the lowest degree of satisfaction and 5 is the highest degree of satisfaction). A Mann-Whitney U coefficient for comparing different responses to individual indicators for statistical processing was applied.

The study was conducted during the last pedagogical seminar for the school year 2017/2018, immediately after the second semester's control. The satisfaction research was conducted using an online based questionnaire, the Google Forms. The surveyed persons did not report their names, but only their sex and group. At the same time, the online form had to collect the students' email addresses, but it was entirely possible for them to enter a false email address. We believe that it is impossible to identify the participants on the basis of the data obtained. That is why we consider the survey as anonymous.

ANALYSIS AND DISCUSSION

The analysis of the results reveals that students are generally very satisfied with the quality of pedagogy teaching. It is noteworthy that 42% of the respondents gave the maximum score and 43% - good score of their satisfaction with teaching in pedagogy lectures; or a total of 85% satisfied respondents. Students who are satisfied by the quality of teaching in seminars of pedagogy are 88%, and maximal score was chosen by 52% of respondents (**Figure 1**).

Maximal score and good score gave 77% of respondents who estimated their satisfaction by the quantity of knowledge and 79% of respondents who estimated the applicability of pedagogy knowledge in practice. Students in NSA are active competitors, and many of them are also sport instructors and coaches so the estimation of applicability comes from their real personal experience.

We compare the satisfaction with pedagogy teaching with satisfaction with their sport specialty because it is the most important discipline that ensures knowledge, professional skills and competencies of students; their specialty is the main and often only reason they have chosen to study in the NSA. The results show that the level of satisfaction with the pedagogy teaching is quite close to the level of satisfaction with specialty teaching (**Figure 1**).

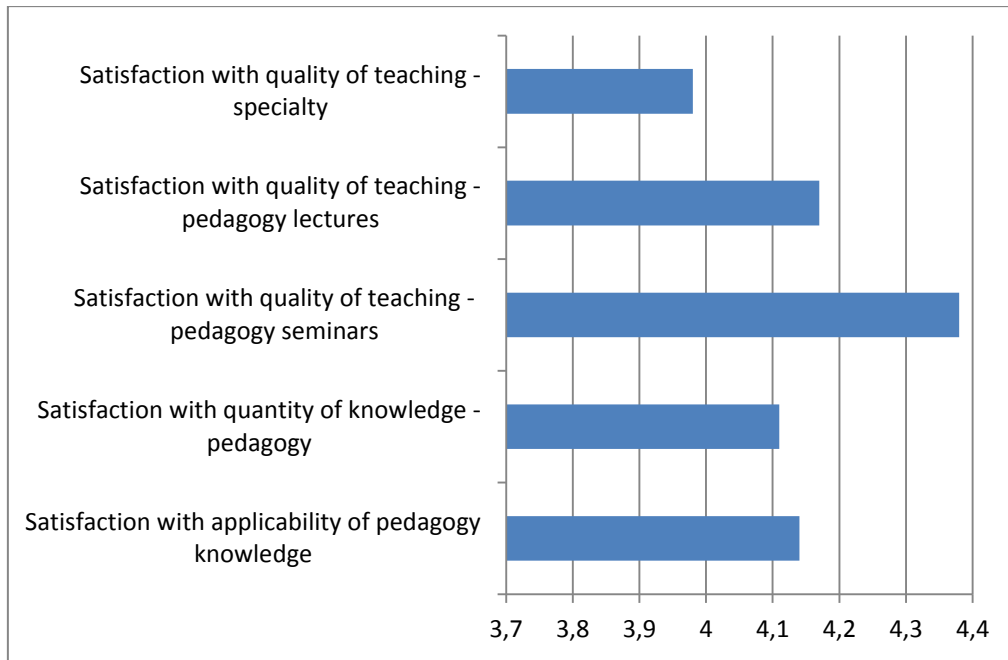


Figure 1. Students' satisfaction with teaching.

The influence of sex is insignificant, and so is the influence of the student group, as only one group is outlined against the other students' groups – this is group #9 (**Figure 2**). Application of Mann-Whitney U test revealed that the satisfaction with the quality of teaching in pedagogy lectures is lower than satisfaction of students in the other 4 groups -

#8, 12,13 and 14 (Mann-Whitney $U=10$, $p=0.018$ – compared with group #8, Mann-Whitney $U=13$, $p=0.023$ – compared with group #12, Mann-Whitney $U=16$, $p=0.004$ – compared with group # 13, Mann-Whitney $U=22.5$, $p=0.037$ – compared with group #14). Group #15 is not included in this analysis as it consists of less than 5 students.

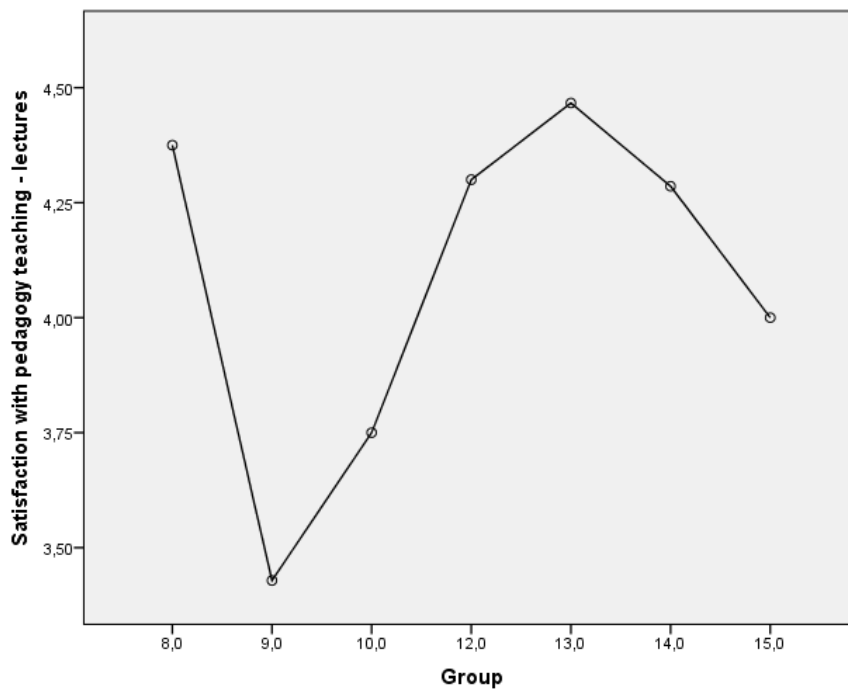


Figure 2. Satisfaction with pedagogy teaching – lectures (by group)

Similar tendencies are observed in satisfaction of quality of teaching in pedagogy seminars, in satisfaction in quantity of pedagogy knowledge and even in satisfaction with the quality of

teaching in specialty – in all these cases the estimation given by the students from the students’ group #9 is the lowest one (**Figures 3, 4 and 5**).

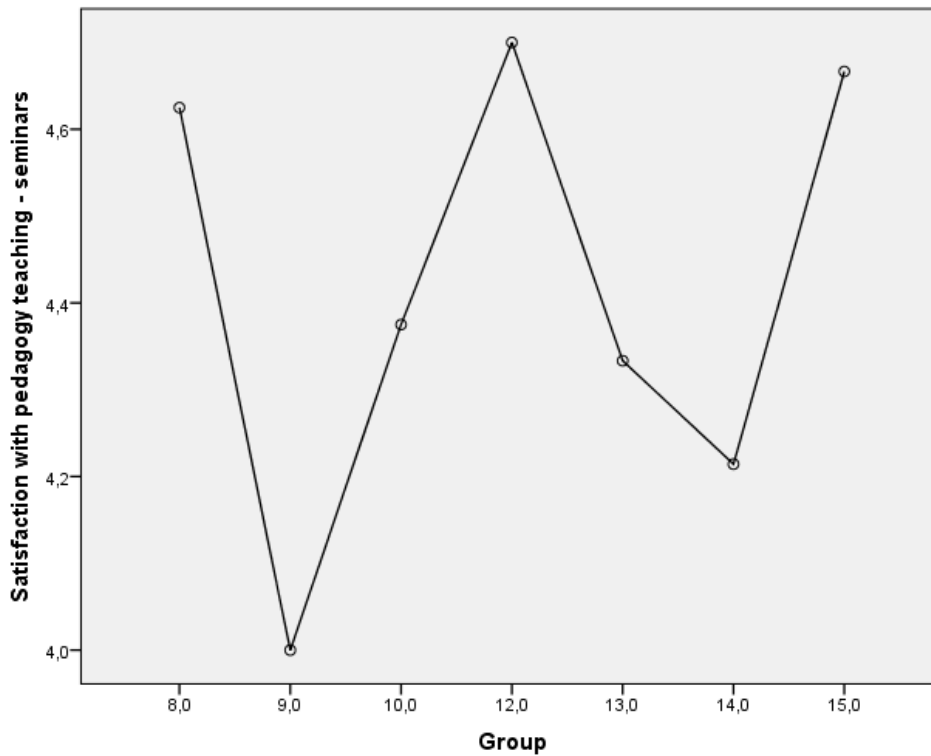


Figure 3. Satisfaction with pedagogy teaching – seminars (by group)

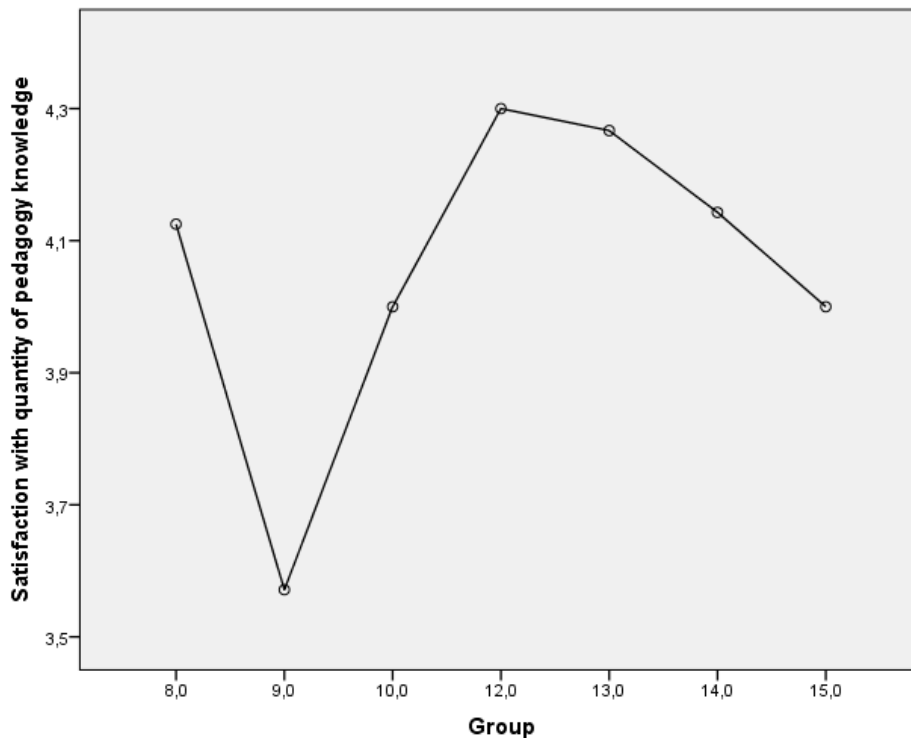


Figure 4. Satisfaction with the quantity of pedagogy knowledge (by group)

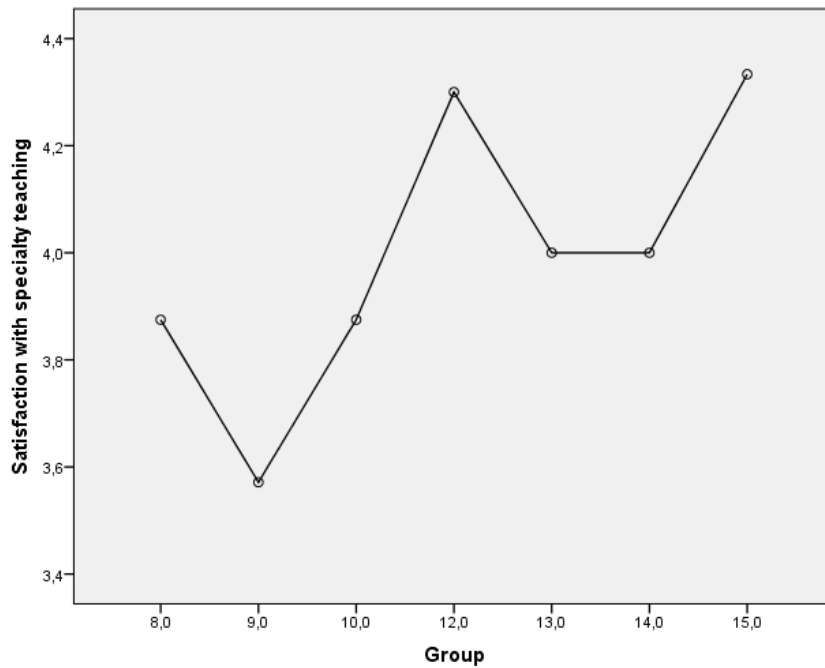


Figure 5. Satisfaction with specialty teaching (by group)

Why students of group #9 are less satisfied than their colleagues by the quality of teaching? It seems not to be related to the pedagogy teaching since the same tendency is recognizable when they answer about the quality of teaching their specialty. What we know about this group is that: 1. They have graduated elite secondary schools – which is related to very high expectations of teaching) and 2. They were the ones who most often skipped lectures. The attendance of seminars is mandatory in NSA but the attendance of lectures is not so it could be seen as a measure of learning motivation.

The next figure (**Figure 6**) presents the relationship between pedagogy lectures attendance and satisfaction with quality of teaching in pedagogy lectures. The students with maximal attendance (80-100% of pedagogy lectures) give highest score of the quality of teaching. The opposite, students who did not attend any of lectures, give lowest estimation of the quality of pedagogy teaching. The difference between the levels of satisfaction of these two groups is significant (Mann-Whitney $U=6$, $p=0.036$).

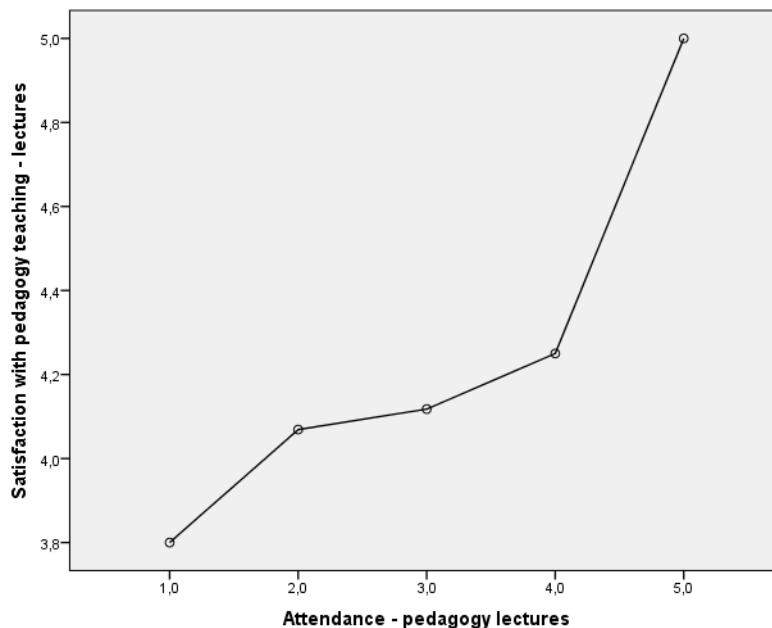


Figure 6. Satisfaction with quality of pedagogy teaching – lectures (by attendance)

Two open-end questions were included in the survey: What do you like most (and do not like) in pedagogy teaching? The highest percentage of respondents answered that they liked the teacher and related to his professional behavior explanations, accessibility of the lectures and study materials and different activities during the classes - 41%, 33 % did not answer, 13% answered "it is close to the practice", 7% answered "everything". The highest percentage of students – 82% – answered that there is nothing they did not like during the pedagogy classes.

The answers to these questions allow us to conclude that the most important factor influencing students' satisfaction with pedagogy teaching is the behavior of the lecturers and their interaction with the students.

CONCLUSIONS

On the basis of the study conducted to establish the satisfaction of the students with the quality of pedagogy teaching in, the following conclusions can be drawn:

1. Students are satisfied with pedagogy teaching.
2. The attendance of lectures has a significant impact on learners' satisfaction.
3. Students who attended more than 80% of the lectures have the highest degree of satisfaction. Students who did not attend any lectures have the lowest degree of satisfaction.
4. The most important factor influencing students' satisfaction is the lecturer's behavior and interaction with students.

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