

**Students' satisfaction survey  
(Bachelor's Degree)**

Objectives:

1. to reveal the main motives and degree of Bachelor's students' satisfaction with the choice of their study program;
2. to determine the degree of satisfaction with curriculum and instruction materials, technical and technological support for the courses;
3. to identify the types of research activity done by Bachelor's students;
4. to discover the needs for additional courses/training necessary for development of professional competencies in Bachelor's students;
5. to determine forms of work enhancing the quality of education;
6. to assess the quality of classes and learning outcomes.

The survey results are based on the questionnaires of **19** fourth-year Bachelor's students earning the degree in *Sports Training Technologies* at the Faculty of Physical Education.

**1. Reasons for choosing the study program**

The Bachelor's students had to evaluate the weight of factors contributing to the choice of the study program. The survey demonstrated that the main factors influencing the choice of the study program are: *TSU prestige and reputation (84%)* and *Career prospects and improvement of social standing (53%)* (Fig. 1).

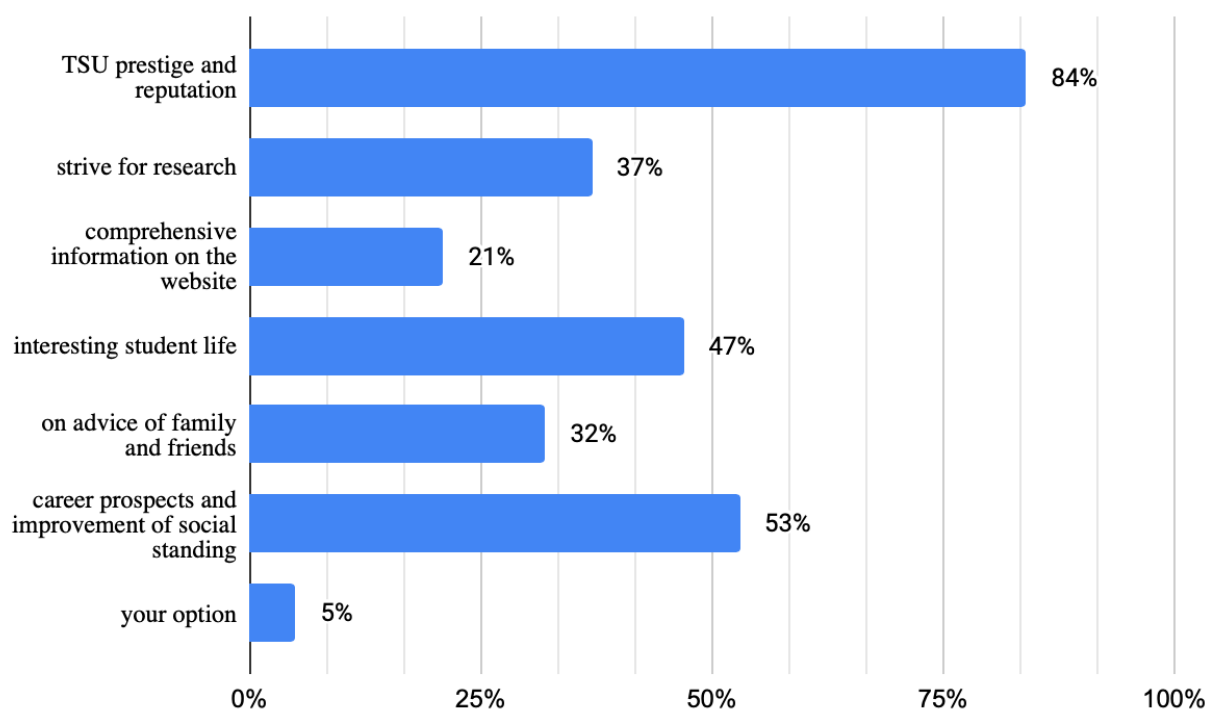


Fig. 1 – Reasons for choosing the study program

**47%** of the surveyed were attracted to the study program by the *interesting student life*. **37%** were willing to do *research*. **32%** of the Bachelor's students opted for the study program because of *advice from family and friends*.

The students added their own options: *The most attractive option of all possible at that time; The main reason for choosing the program is an interest in sports, as well as my own more than 10-years' sports experience; Good teaching staff, friendly students; The right field of study for a future profession; Sports career.*

## 2. Bachelor's students' satisfaction with the choice of the study program

According to the results, **84%** of the surveyed are satisfied with the choice of the study program. Among them, **47%** are completely satisfied and **37%** are mostly satisfied. **11%** of the students found the question difficult to answer. **5%** of the Bachelor's students are dissatisfied with the choice of the study program (Fig. 2)

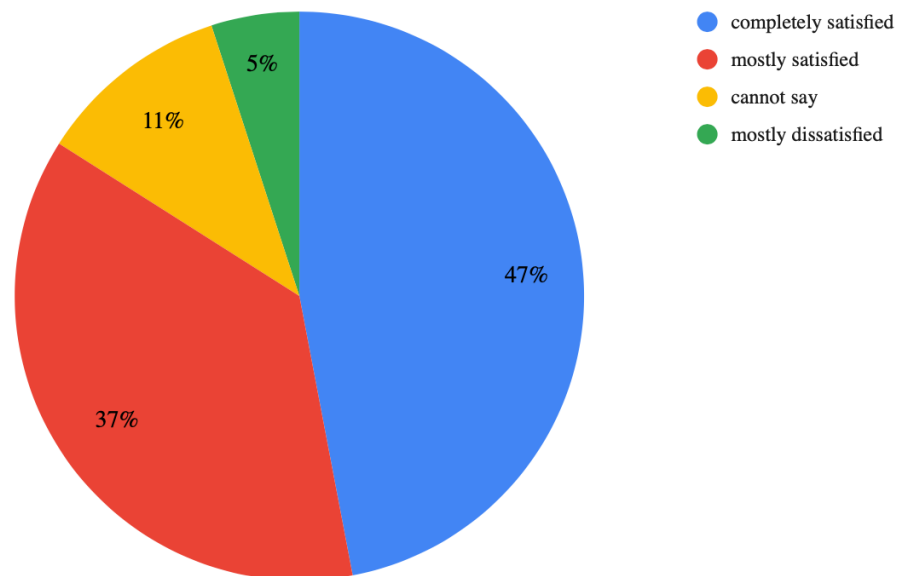


Fig. 2 – Bachelor's students' satisfaction with the choice of the study program

## 3. Bachelor's students' satisfaction with curriculum and instruction materials, technical and technological support for the courses and self-study

Figure 3 demonstrates that the Bachelor's students are generally satisfied with support materials.

The survey demonstrated the students' satisfaction (**90%**) with the following criteria: *access to support materials in e-format and e-learning; support of learning through the website; on-site internship; quality of support materials*. However, **10%** appeared to be dissatisfied.

**95%** of the students are satisfied with *availability of support material and instructions (methodical recommendations for practical / laboratory work)*, whereas **5%** of the surveyed are completely dissatisfied.

**85%** of the Bachelor's students are satisfied with the *possibility of using modern software, hardware, and laboratory facilities and availability of the main and additional literature*, whereas **20%** are dissatisfied. **5%** of the respondents found the question difficult to answer.

**80%** of the Bachelor's students are satisfied with *e-learning*, whereas **20%** are dissatisfied.

The students commented on their unsatisfactory marks: *The imind platform for e-learning is awful; materials presented during the classes are a bit outdated.*

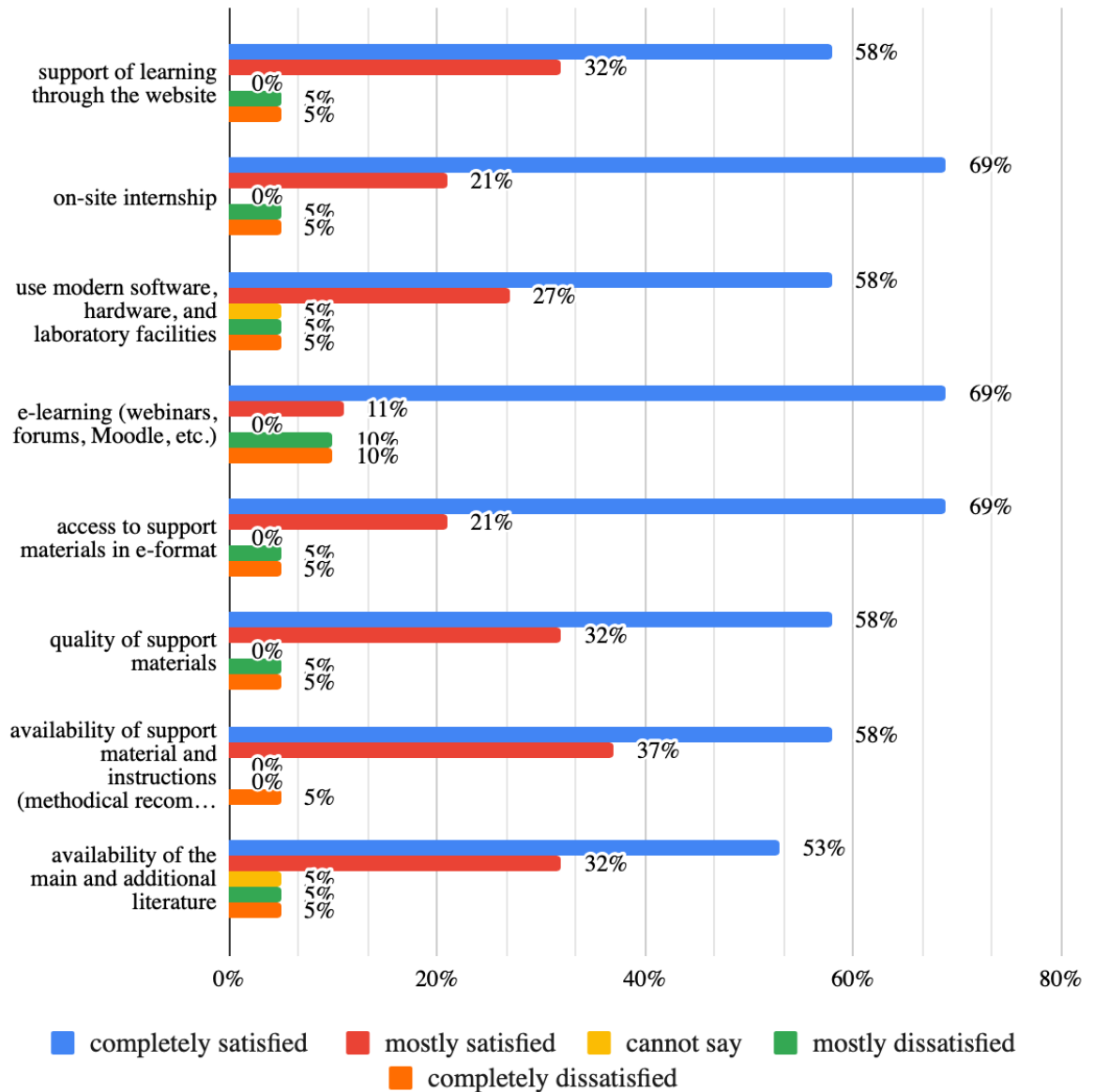


Fig. 3 – Bachelor's students' satisfaction with curriculum and instruction materials, technical and technological support of the courses

#### 4. Forms of research

It was important to reveal the most demanded forms of research. Figure 4 illustrates the students' answers.

The majority of the Bachelor's students take part in *research conferences* (58%) and write *research articles* (47%). They participate in research carried out at the Faculty and Departments (42%).

11% of the surveyed participate in *grants* and *Russian and international exchange programs*.

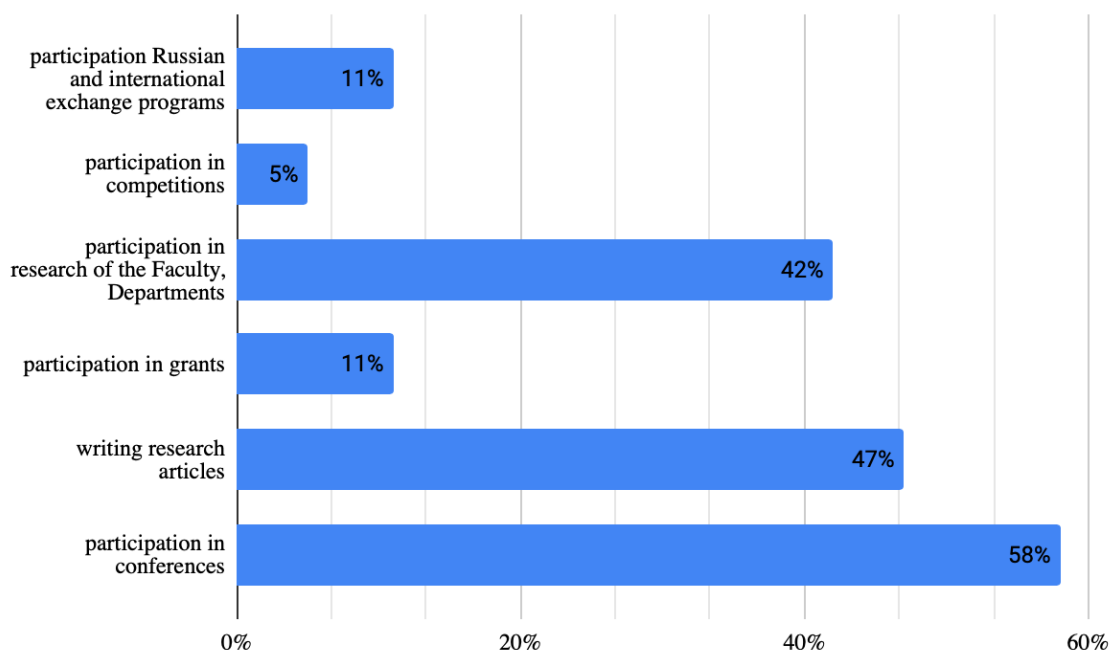


Fig. 4 – Forms of research

## 5. Learning outcomes

Answering the question which learning outcomes are the most significant, **95%** of the surveyed mention *theory-based and practice-led knowledge and research skills* (Fig.5).

**47%** of the surveyed appreciated their *skills at working independently*. **42%** of the students mentioned *the ability to defend their viewpoint*.

**37%** of the Bachelor's students demonstrated their research skills. **32%** learnt to *work in a team*.

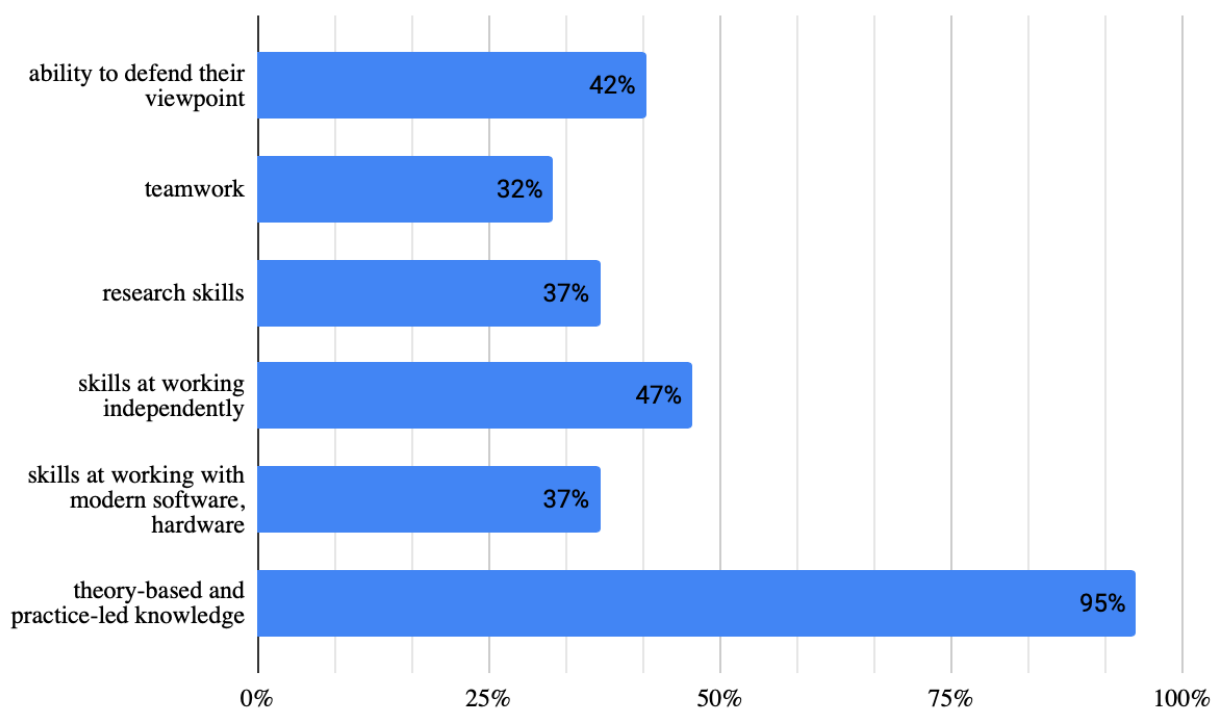


Fig. 5 – Learning outcomes

Answering the question whether learning outcomes meet students' expectations: **68%** of the Bachelor's students said 'Yes', **21%** found the question difficult to answer. **11%** answered that the learning outcomes do not meet their expectations.

## 6. Effective forms of learning

One of the questions was about types of learning contributing to high-quality qualification and achievement of modern learning outcomes (Fig. 6).

Among the most effective forms of learning, the students mentioned *practical classes, laboratory work (68%)*, and *interactive lectures, problem based learning (58%)*.

**53%** of the surveyed highlighted the importance of *support provided by tutors/curators*.

Only **37%** of the Bachelor's students mention the effectiveness of *self-study and research activities (26 %)*.

*Traditional lectures and project work* are considered to be ineffective.

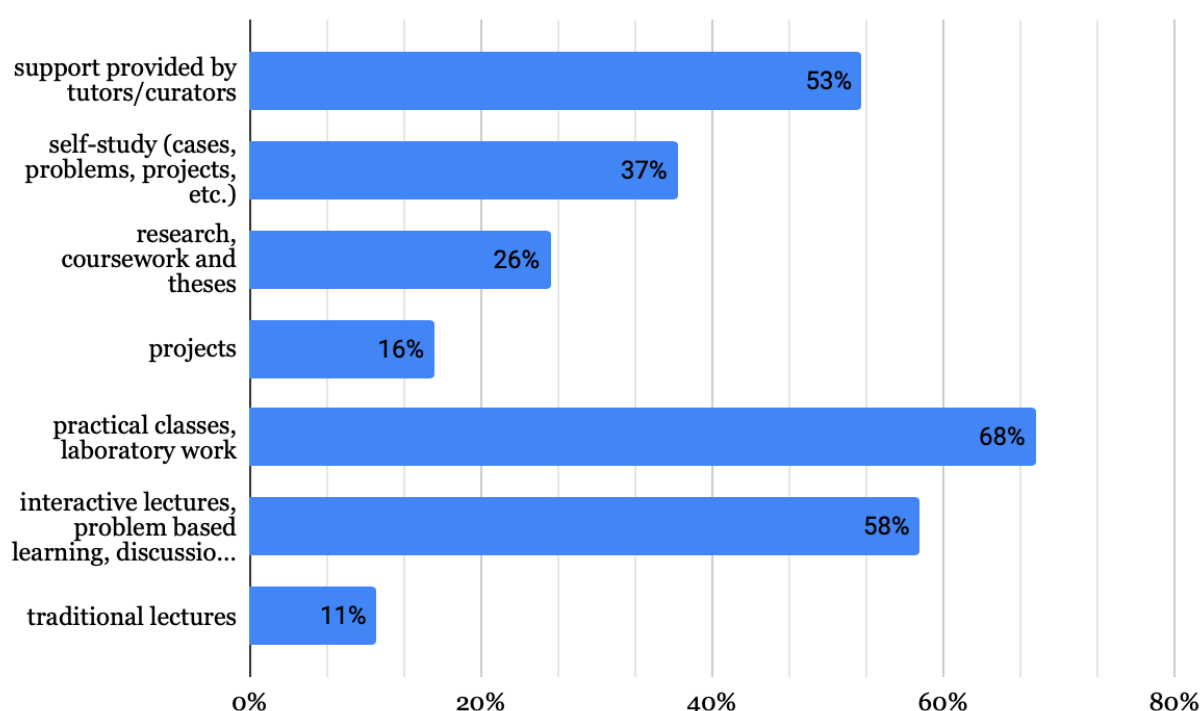


Fig. 6 – Effective forms of learning

## 7. Demand on study programs/training courses for developing professional competencies

Figure 7 shows that **63%** of the surveyed are interested in doing additional training. **26%** of the students found the question difficult to answer. **11%** do not need any additional training.

The Bachelor's students suggested improving the study program *Sports Training Technologies* and including some courses into the curriculum: *Football; Advanced course in psychology to apply knowledge for pedagogical purposes; Powerlifting, martial arts; English on sports topics; IT; Small business development*.

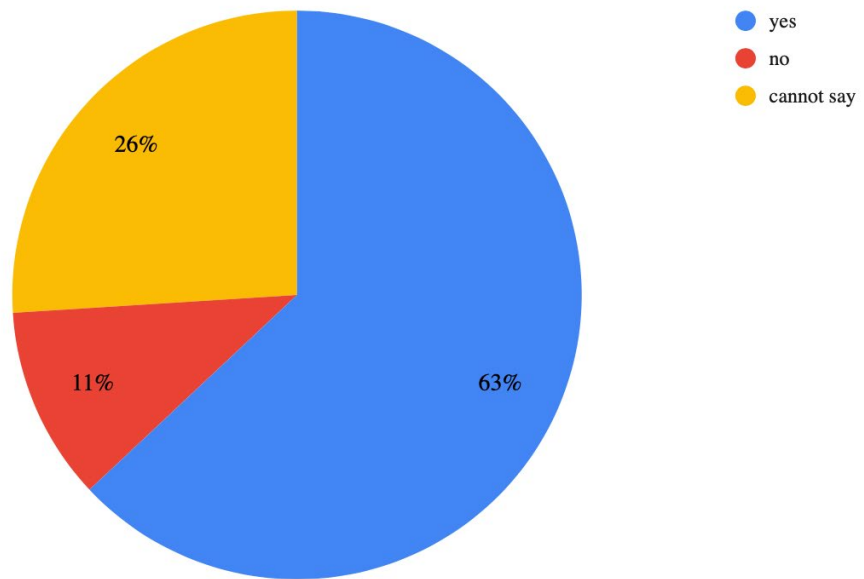


Fig. 7 – Demand on study programs/training courses for development of professional competencies

### 8. Quality assessment of classes

To assess the quality of classes the following criteria were suggested:

- Material is clearly and comprehensively presented in a logical way;
- Content of the course is relevant and proved by examples and aimed at the development of professional interest;
- Classes help students to form professional competencies;
- Friendly atmosphere is supported during the classes along with friendly attitude to students;
- Classes contribute to the development of independent thinking and encourage initiative and discussions; they allow students to use their creative potential;
- Tasks in students' self-study are clearly defined; students are supported in their self-study;
- Assessment of students' performance is transparent, unbiased, and well-timed.

Figures 8-14 illustrate students' assessment of the quality of the study program by the courses according to the given criteria.

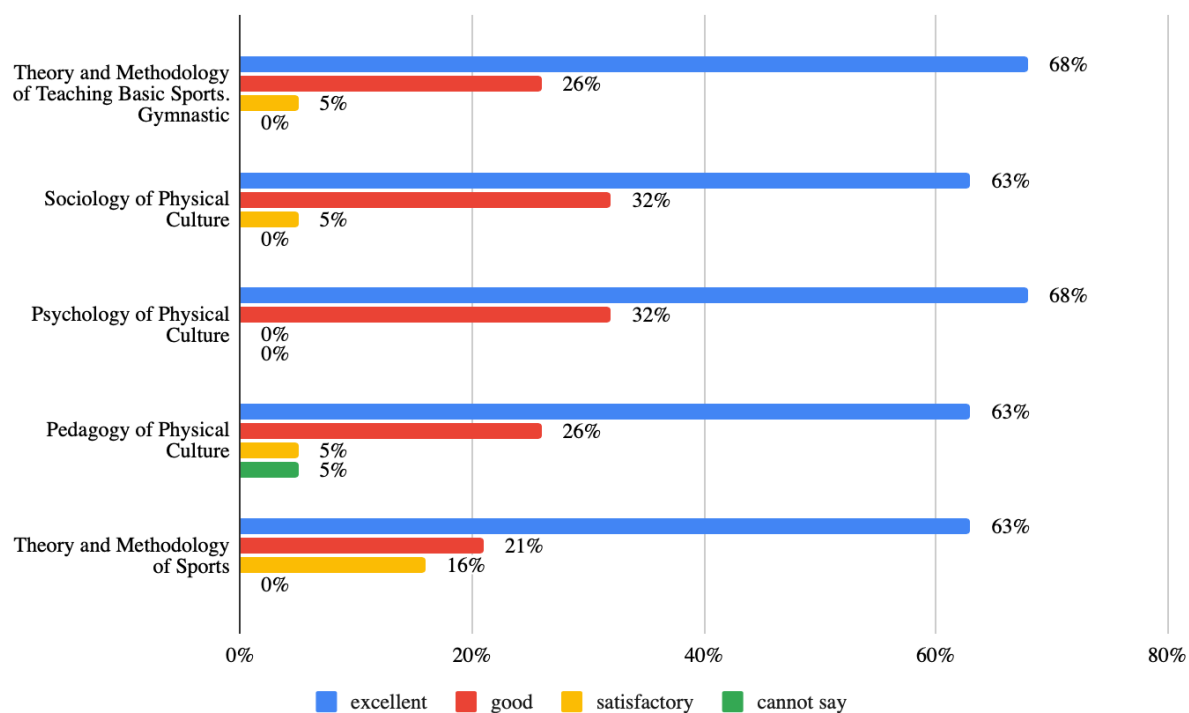


Fig. 8 – Assessment criterion  
*Material is clearly and comprehensively presented in a logical way*

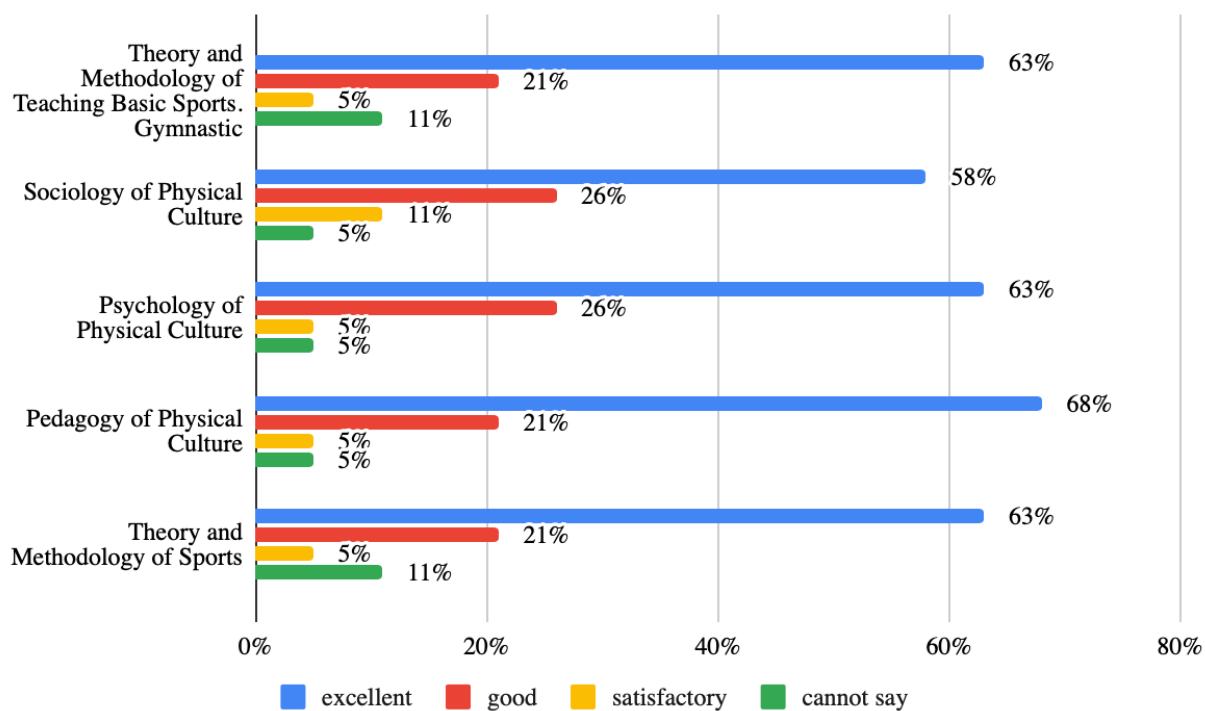


Fig. 9 – Assessment criterion  
*Content of the course is relevant and proved by examples and aimed at the development of professional interest*

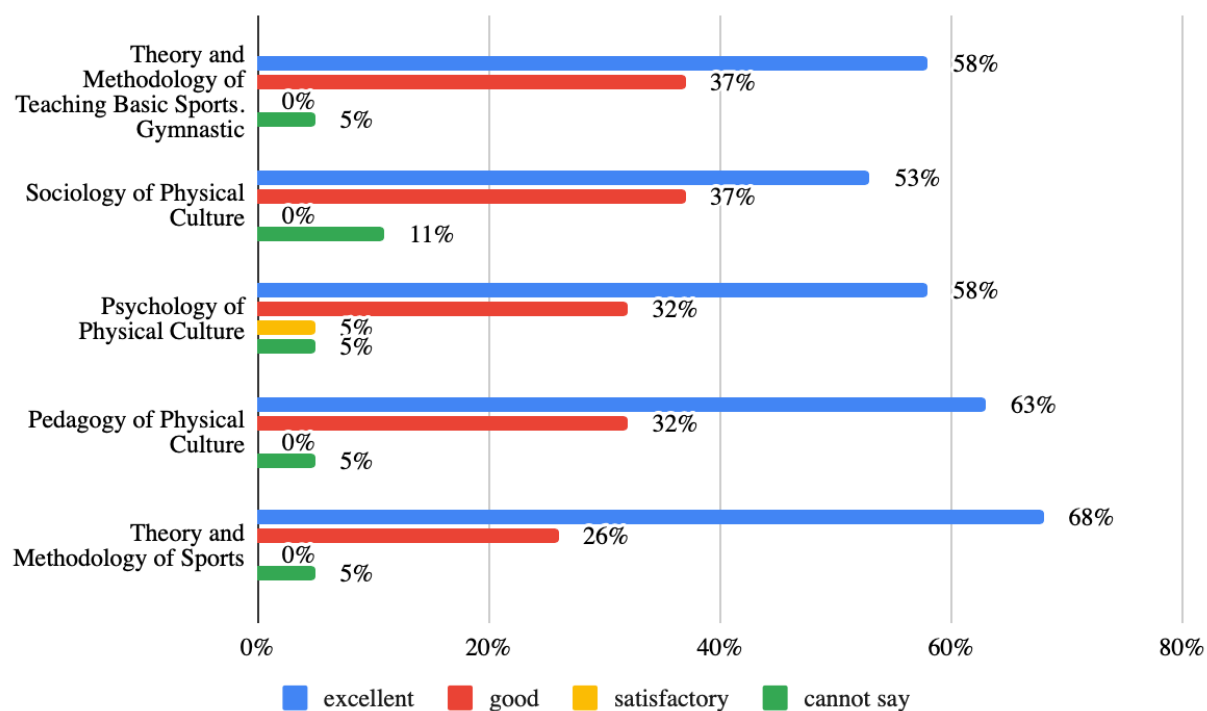


Fig. 10 – Assessment criterion  
*Classes help to form professional skills*

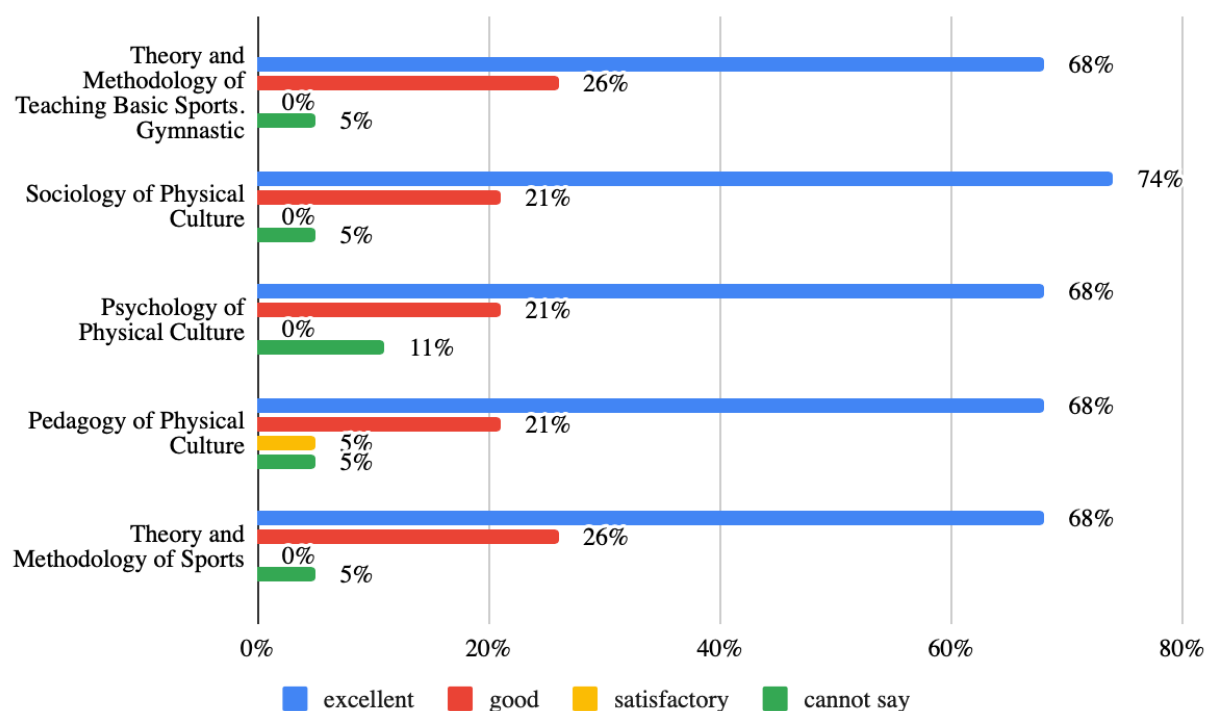


Fig. 11 – Assessment criterion  
*Friendly atmosphere is supported during the classes along with friendly attitude to students*



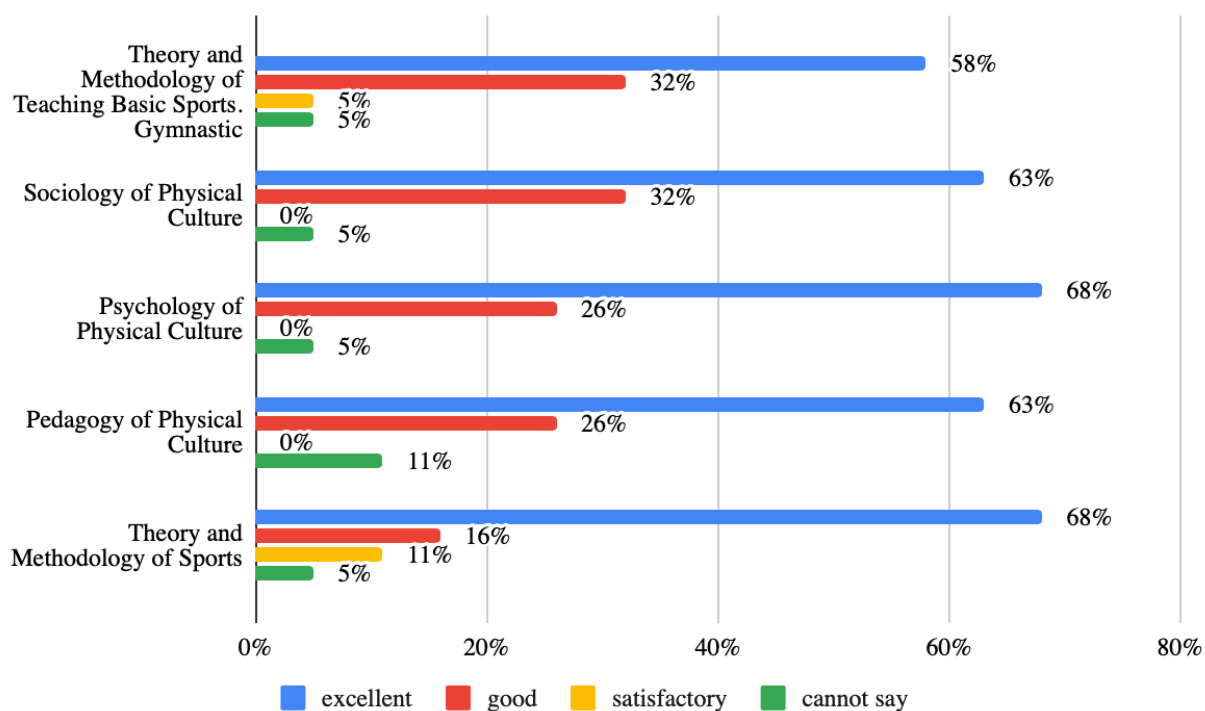


Fig. 12 – Assessment criterion

*Classes contribute to the development of independent thinking and encourage initiative and discussions; they allow students to use their creative potential*

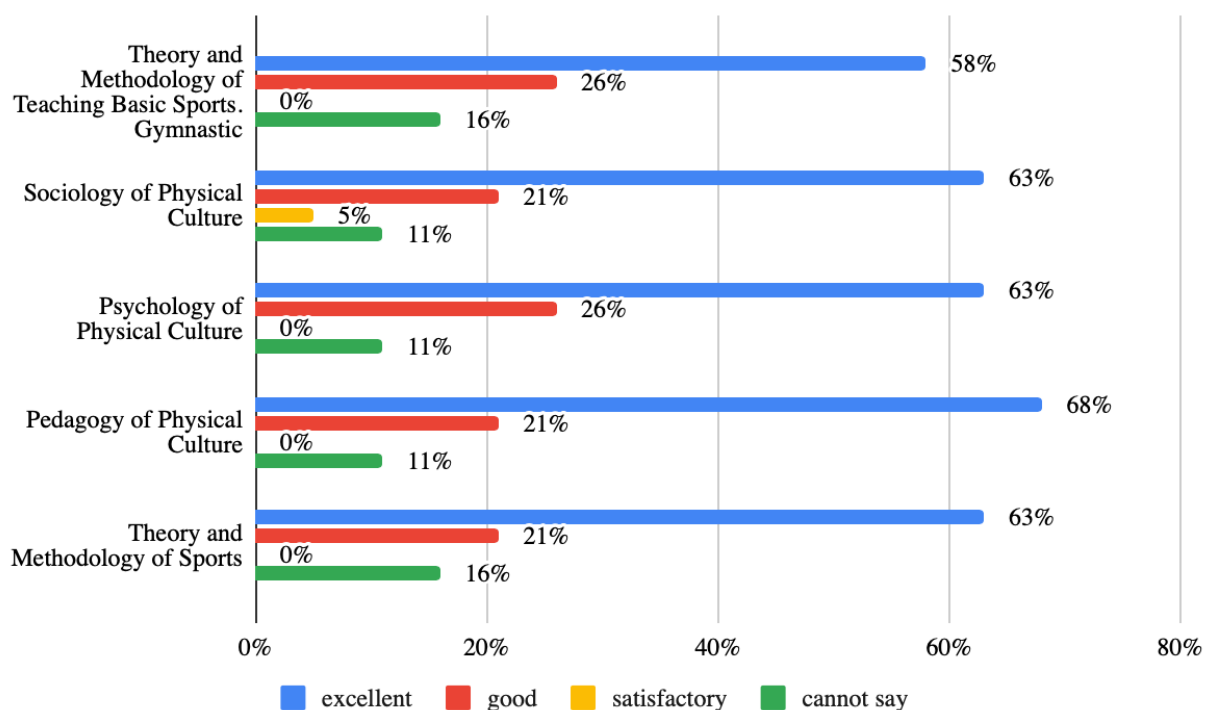


Fig. 13 – Assessment criterion

*Tasks in students' self-study are clearly defined; students are supported in their self-study*

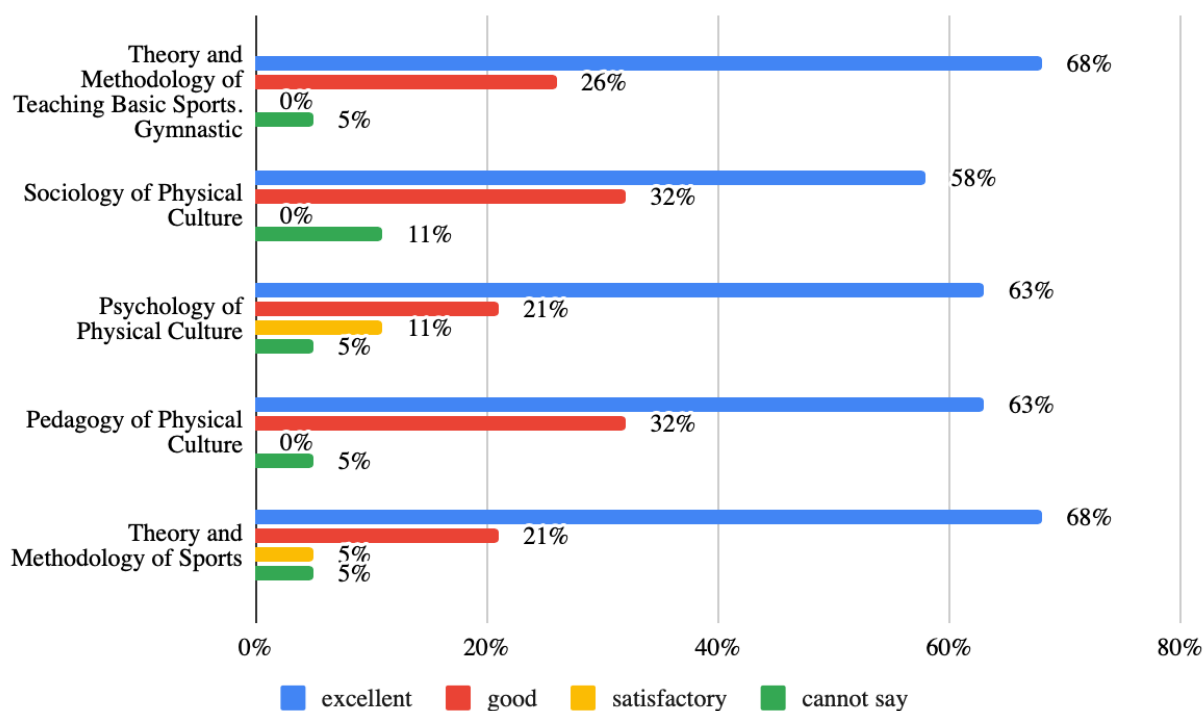


Fig. 14 – Assessment criterion

*Assessment of students' performance is transparent, unbiased, and well-timed*

The Bachelor's students positively assess the quality of the courses. The majority of Bachelor's students are satisfied with the quality of tuition and qualification of the teaching staff. They highly appreciated all the courses giving excellent and good marks.

We would like to note the courses that the students ranked best by the maximum number of criteria (the lowest number of satisfactory marks). They are Theory and Methodology of Teaching Basic Sports. Gymnastics, Pedagogy of Physical Culture. **84-95%** of the surveyed are satisfied with these courses. **5%** awarded satisfactory marks to these courses.

A high portion of positive marks (**89-100%**) was given to such courses as Sociology of Physical Culture and Psychology of Physical Culture. However, these courses received more satisfactory marks (**5-11%**).

The course in Theory and Methodology of Sports was awarded satisfactory marks (**5-16%**). The percentage of excellent and good marks ranged from **84%** to **95%**.

It should be noted that **10%** of the Bachelor's students had difficulty evaluating the criterion *Material is clearly and comprehensively presented in a logical way* for the course Sociology of Physical Culture.

The majority of excellent and good marks was awarded to the courses in such criteria as *Courses help to form professional skills; Friendly atmosphere is supported during the classes along with friendly attitude to students, and Classes contribute to the development of independent thinking and encourage initiative and discussions; they allow students to use their creative potential*

The courses were given lower marks for such criteria as *Material is clearly and comprehensively presented in a logical way* and *Content of the course is relevant and proved by examples and aimed at the development of professional interest* (**5-16%** of satisfactory marks).

The surveyed had difficulty evaluating all the courses in terms of the criterion *Tasks in students' self-study are clearly defined; students are supported in their self-study* (**11-16%**).

## Conclusions

In order to obtain an unbiased evaluation of the quality of the study program *Sports Training Technologies* and identify the Bachelor's students' satisfaction with the quality of tuition, we conducted the survey of the fourth-year students.

According to the results, **84%** of the surveyed are satisfied with the choice of the study program. Among them, **47%** are completely satisfied and **37%** are mostly satisfied. **11%** of the students found the question difficult to answer. Only **5%** of the Bachelor's students are dissatisfied with the choice of the study program. Among the main factors influencing the choice of the study program are *interesting student life (47%)*, *strive for research (37%)* and *advice from family and friends (32%)*.

The students added their own options: *The most attractive option of all possible at that time; The main reason for choosing the program is an interest in sports, as well as my own more than 10-years' sports experience; Good teaching staff, friendly students; The right field of study for a future profession; Sports career.*

The majority of Bachelor's students are satisfied with the quality of tuition and qualification of the teaching staff. **47%** of the surveyed appreciated their *skills at working independently*. **42%** of the students mentioned *the ability to defend their viewpoint*. **37%** of the Bachelor's students demonstrated their research skills. **32%** learnt to *work in a team*.

Answering the question whether learning outcomes meet students' expectations: **68%** of the Bachelor's students said 'Yes', **21%** found the question difficult to answer. **11%** answered that the learning outcomes do not meet their expectations.

The Bachelor's students are satisfied (**90%**) with the *access to support materials in e-format and e-learning; support of learning through the website; on-site internship; quality of support materials*. However, **10%** appeared to be dissatisfied with these issues. **95%** of the students are satisfied with *availability of support material and instructions (methodical recommendations for practical / laboratory work)*, whereas **5%** of the surveyed are completely dissatisfied.

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The majority of the Bachelor's students take part in *research conferences (58%)*, write *research articles (47%)*, participate in research carried out at the Faculty and Departments (**42%**). **11%** of the surveyed participate in *grants and Russian and international exchange programs*.

The majority of Bachelor's students are satisfied with the quality of tuition and qualification of the teaching staff. They highly appreciated all the courses giving excellent and good marks.

We would like to note the courses that the students ranked best by the maximum number of criteria (the lowest number of satisfactory marks). They are Theory and Methodology of Teaching Basic Sports. Gymnastics, Pedagogy of Physical Culture. **84-95%** of the surveyed are satisfied with these courses. **5%** awarded satisfactory marks to these courses.

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It should be noted that **10%** of the Bachelor's students had difficulty evaluating the criterion *Material is clearly and comprehensively presented in a logical way* for the course Sociology of Physical Culture.

The majority of excellent and good marks was awarded to the courses in such criteria as *Courses help to form professional skills; Friendly atmosphere is supported during the classes along with friendly attitude to students, and Classes contribute to the development of independent thinking and encourage initiative and discussions; they allow students to use their creative potential*

The courses were given lower marks for such criteria as *Material is clearly and comprehensively presented in a logical way and Content of the course is relevant and proved by examples and aimed at the development of professional interest (5-16% of satisfactory marks).*

The surveyed had difficulty evaluating all the courses in terms of the criterion *Tasks in students' self-study are clearly defined; students are supported in their self-study (11-16%).*

One of the questions was about types of learning contributing to high-quality qualification and achievement of modern learning outcomes.

Among the most effective forms of learning, the students mentioned *practical classes, laboratory work (68%), and interactive lectures, problem based learning (58%).*

**53%** of the surveyed highlighted the importance of *support provided by tutors/curators*. Only **37%** of the Bachelor's students mention the effectiveness of *self-study and research activities (26 %)*. *Traditional lectures and project work* are considered to be ineffective.

Answering the questions about the demand for additional training, **63%** of the surveyed are interested in doing additional training. **26%** of the students found the question difficult to answer. **11%** do not need any additional training.

The Bachelor's students suggest improving the study program *Sports Training Technologies* and including some courses into the curriculum: *Football; Advanced course in psychology to apply knowledge for pedagogical purposes; Powerlifting, martial arts; English on sports topics; IT; Small business development.*

Thus, the survey (questionnaire) allowed us to obtain reliable and unbiased information reflecting the strengths and weaknesses in the educational process. The students' recommendations can serve as a basis for determining directions for improving the education system at the Faculty of Physical Education.