

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

Objectives:

1. to reveal the main motives and degree of Master'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 Master's students;
4. to discover the needs for additional courses/training necessary for development of professional competencies in Master'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 **12** second-year Master's students earning the degree in *Technologies of Physical Education and Sports Improvement* at the Faculty of Physical Education.

1. Reasons for choosing the study program

The Master'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* (**69%**) and *strive for research* (**62%**) (Fig. 1).

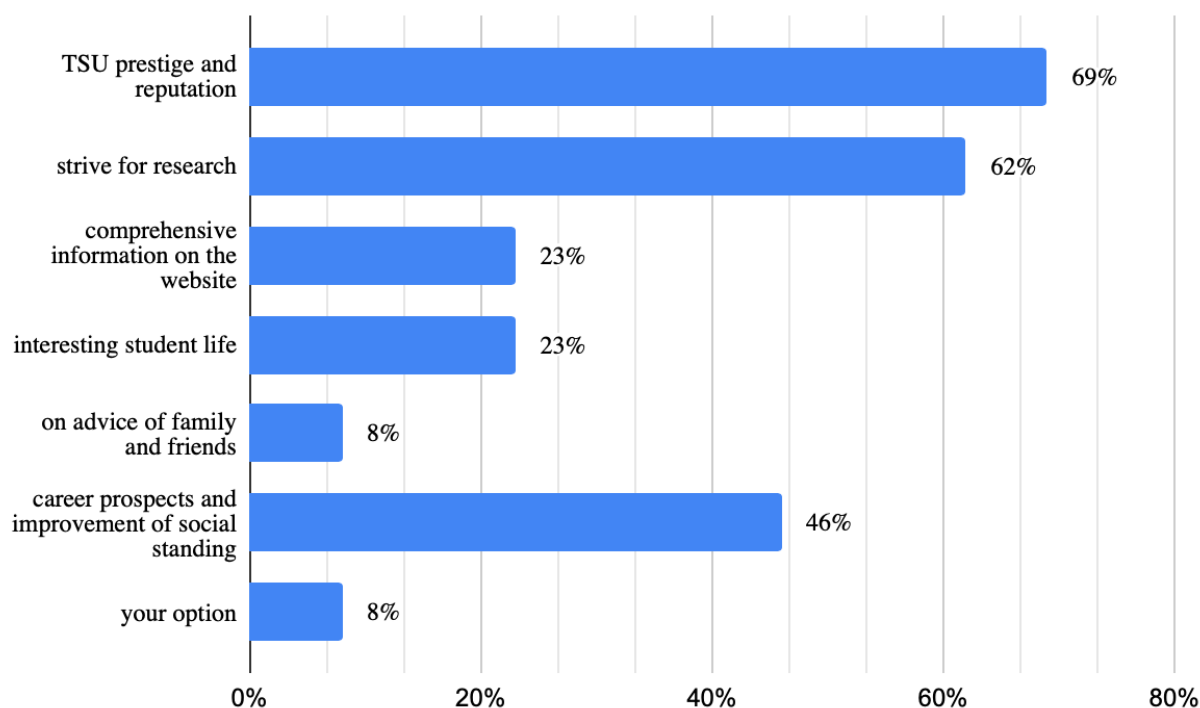


Fig. 1 – Reasons for choosing the study program

46% of the surveyed chose the study program because of the *career prospects and social standing*. *Comprehensive information on the website and interesting student life* attracted **23%** of the Master's students each.

The students added their own options: *I was going to work in management or administration; High-tech university; I wanted to have a number of professional skills so as not to start a career from scratch*.

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

According to the results, **77%** of the surveyed are satisfied with the choice of the study program. Among them, **46%** are completely satisfied and **31%** are mostly satisfied. **23%** of the students found the question difficult to answer (Fig. 2)

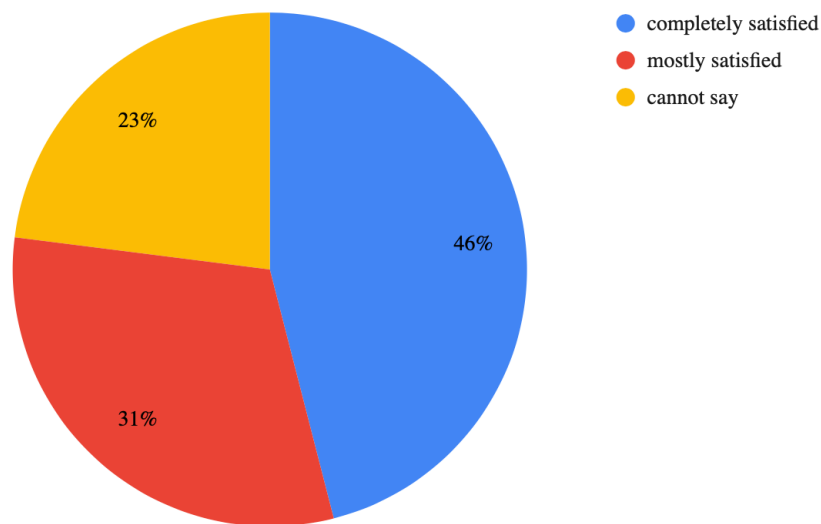


Fig. 2 – Master's students' satisfaction with the choice of the study program

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

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

The survey demonstrated that **92%** of the surveyed are satisfied with *access to support materials in e-format, availability and quality of support materials, and availability of the main and additional literature*. Among them, **84%** of the Master's students are completely satisfied with the *availability of support materials* (and other parameters). **77%** are completely satisfied with the *availability of the main and additional literature*.

The Master's students' satisfaction with other parameters varied from **84%** to **92%**. **8%** of the surveyed are dissatisfied with the support of the courses.

It should be noted that **8%** of the respondents had difficulty assessing all the parameters.

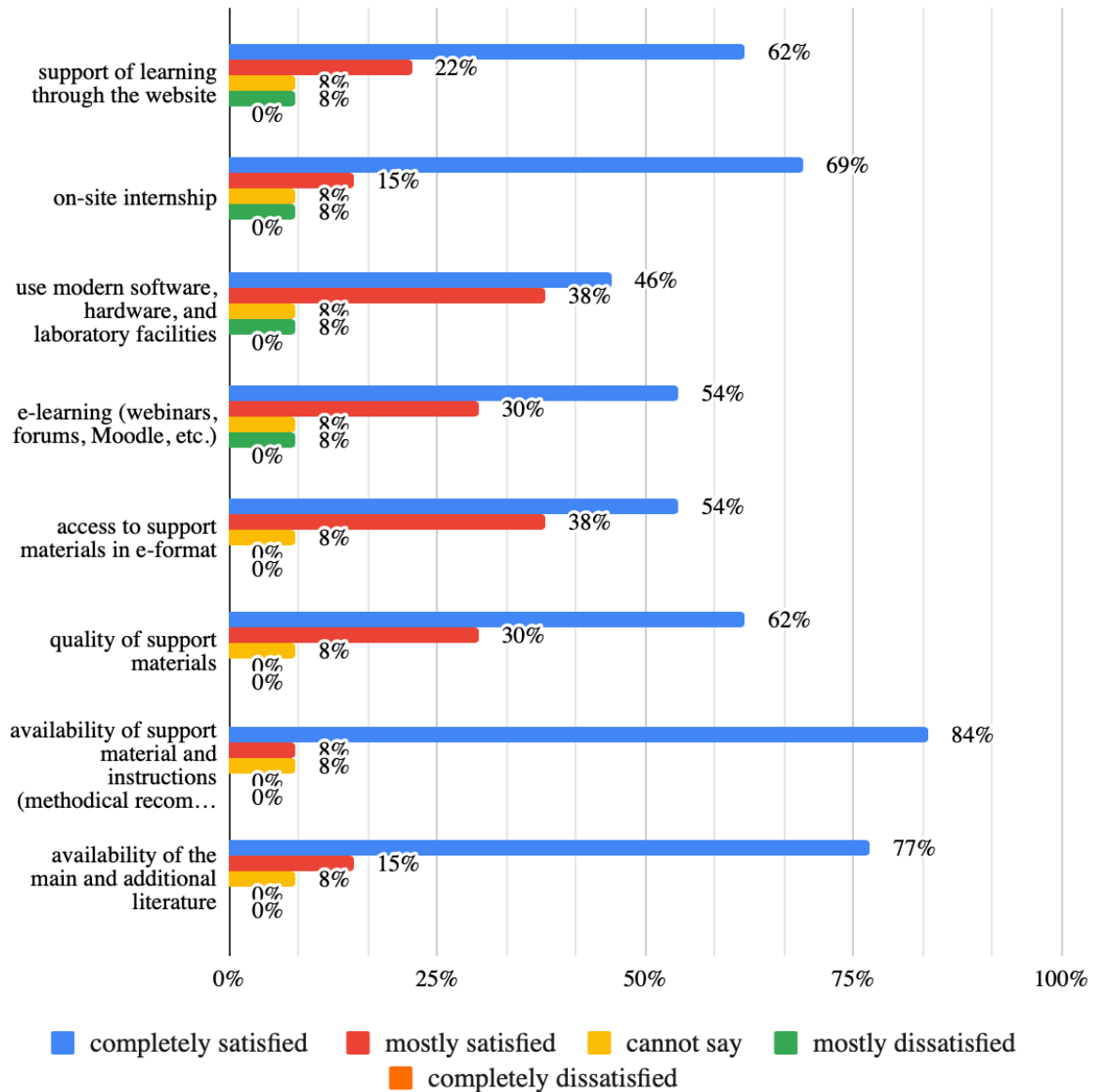


Fig. 3 – Master's students' satisfaction with curriculum and instruction materials, technical and technological support of the courses

4. Forms of research

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

The surveyed are mainly engaged in *writing research articles* (62%).

46% of the Master's students take part in *research carried out at the Faculty and Departments*. 31% of the respondents take part in *competitions*.

The majority of the Master's students take part in *research conferences* (58%) and write *research articles* (47%). *Grants* and *Russian and international exchange programs* were mentioned by 15% each.

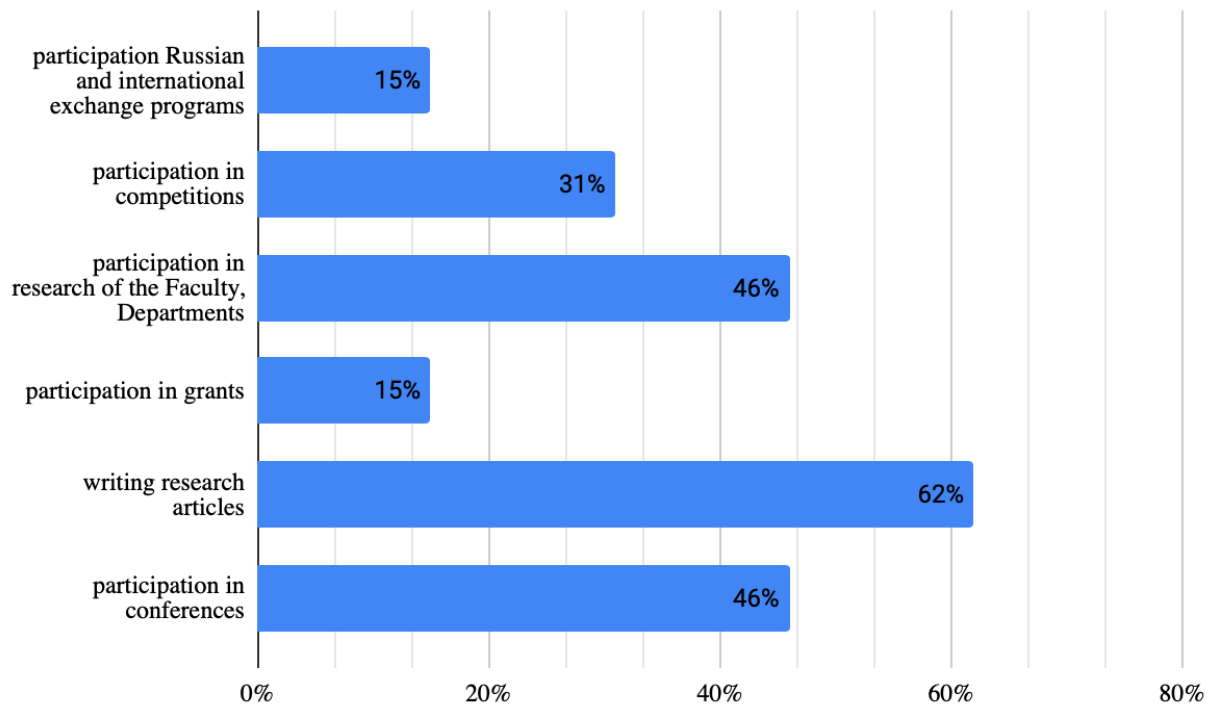


Fig. 4 – Forms of research

5. Learning outcomes

Answering the question which learning outcomes are the most significant, the surveyed mention *theory-based and practice-led knowledge* (69%), *ability to defend their viewpoint* (54%), and *skills at working independently* (46%) (Fig. 5).

38% of the Master's students appreciate *skills at working with modern software, hardware, research skills, and teamwork*.

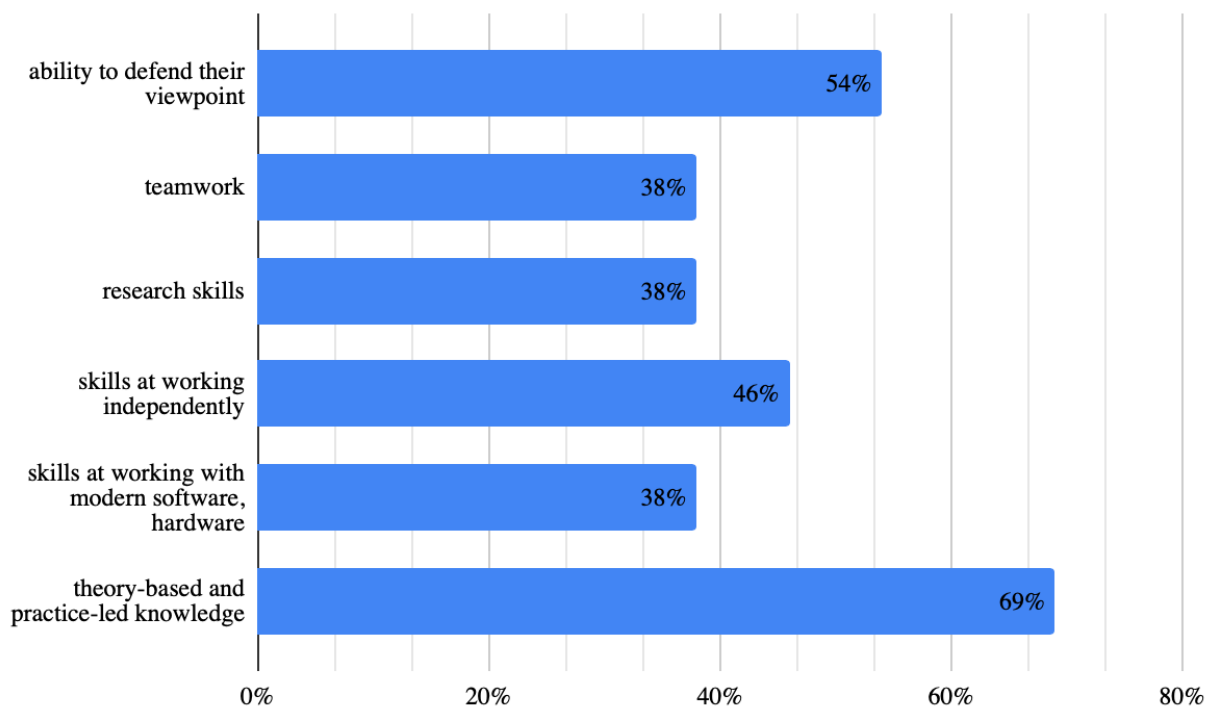


Fig. 5 – Learning outcomes

Answering the question whether learning outcomes meet students' expectations: **69%** of the Master's students said 'Yes', **8%** said 'No'. **23%** found the question difficult to answer.

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.

Among the most effective forms of learning, the students mentioned the forms that contribute to more effective acquisition of the material: *practical classes, laboratory work* (**69%**), *interactive lectures, problem based learning* (**69%**), *research work, Master's thesis* (**62%**). *Traditional lectures* are considered to be effective by **38%** of the surveyed (Fig. 6).

The Master's students think of the other forms as less effective.

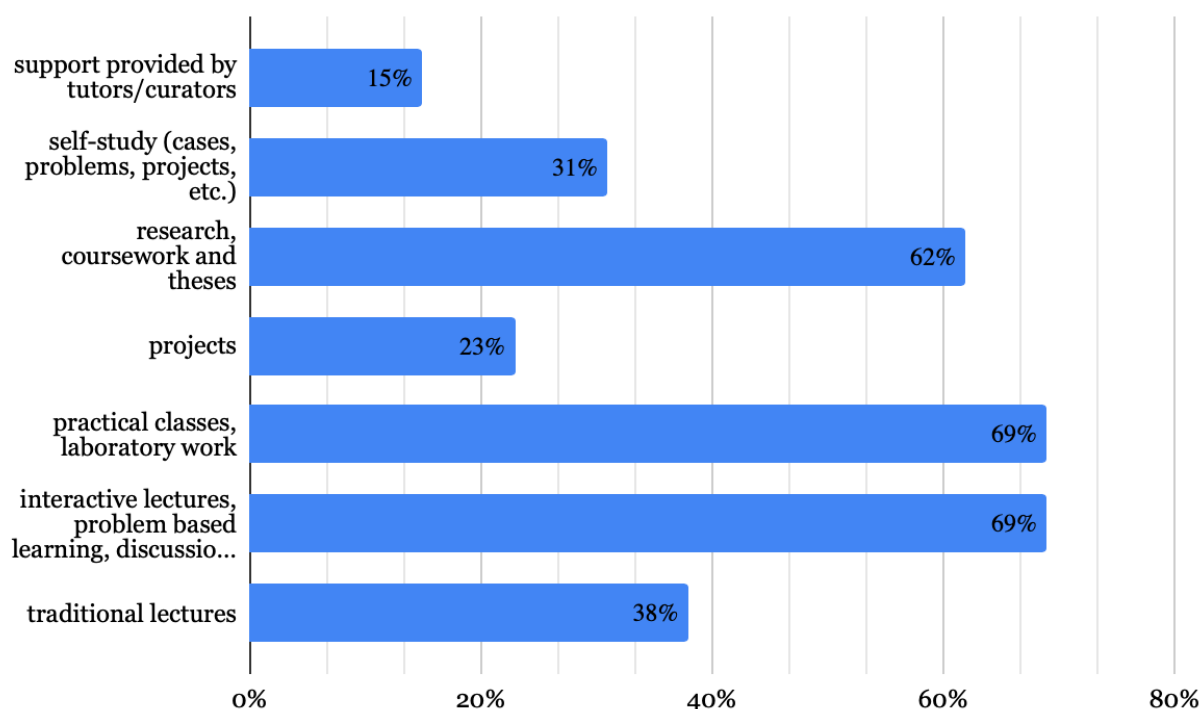


Рисунок 6 – Виды учебной работы, которые способствуют наиболее качественному обучению

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

Figure 7 shows that **46%** of the surveyed are interested in doing additional training. **31%** do not need any additional training. **23%** of the students found the question difficult to answer.

The Master's students suggested improving the study program *Technologies of Physical Education and Sports Improvement* and including some courses into the curriculum: *Education management, administrative activities; History of physical education and sports; Sports psychology; Biomechanics; Anatomy (especially for coaches); Advanced theory and practice in artistic gymnastics*.

The students' suggestions indicate their willingness to influence the content and quality of the study program.

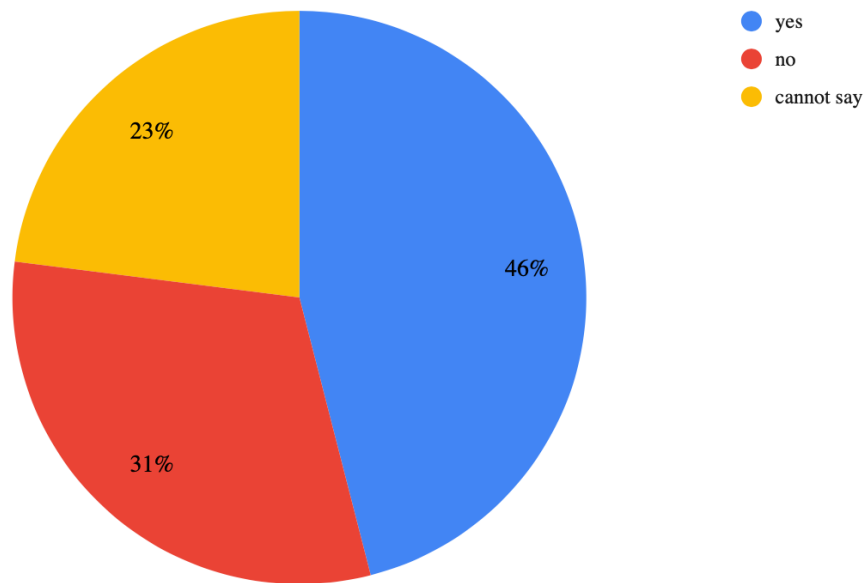


Fig. 7 – Demand on study programs/training courses for development of professional competencies

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.

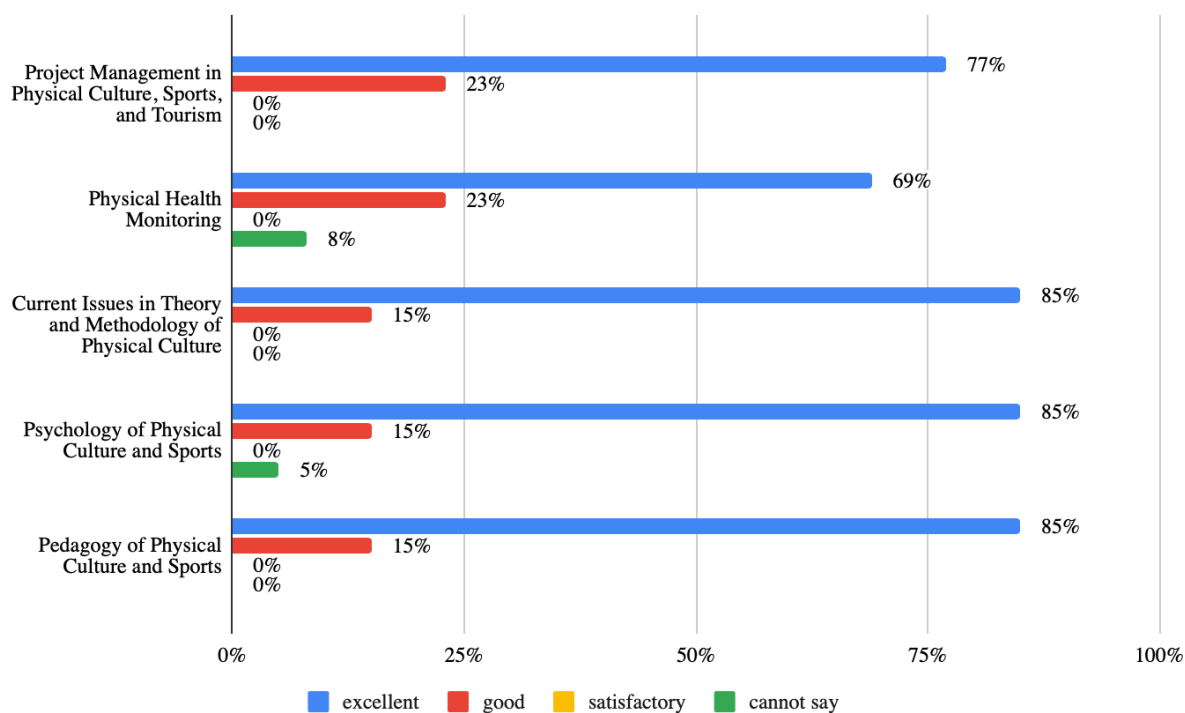


Fig. 8 – Assessment criterion
Material is clearly and comprehensively presented in a logical way

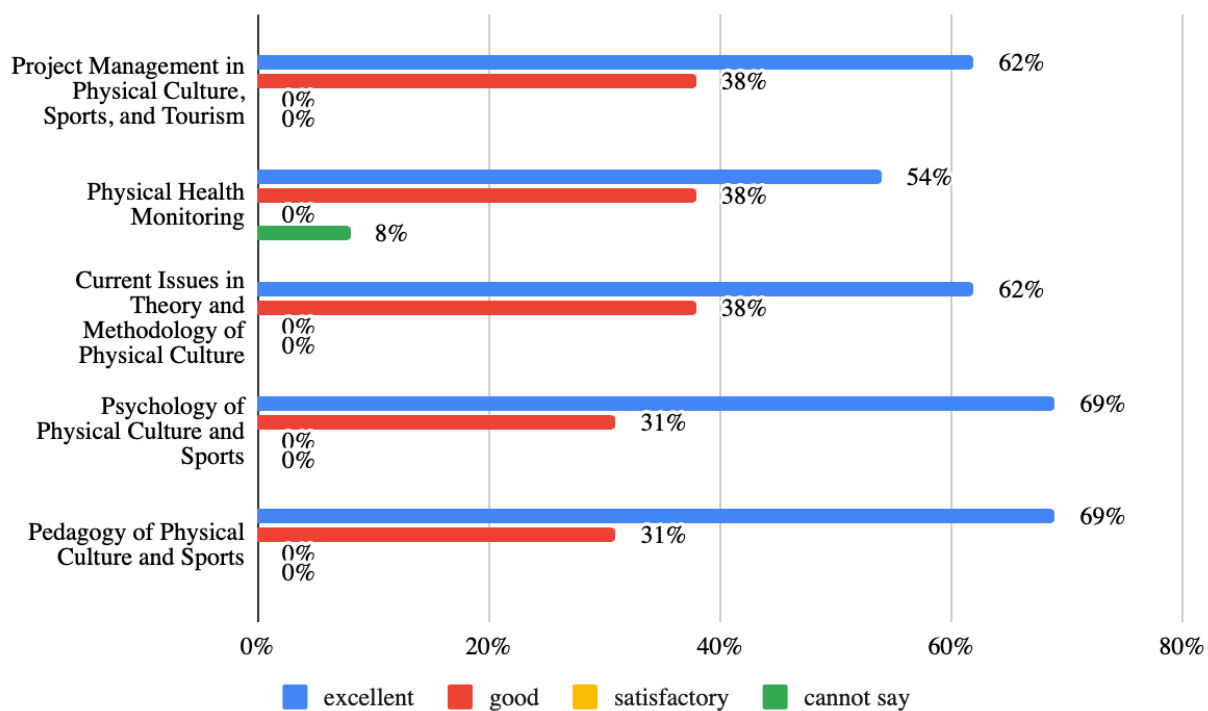


Fig. 9 – Assessment criterion
Content of the course is relevant and proved by examples and aimed at the development of professional interest

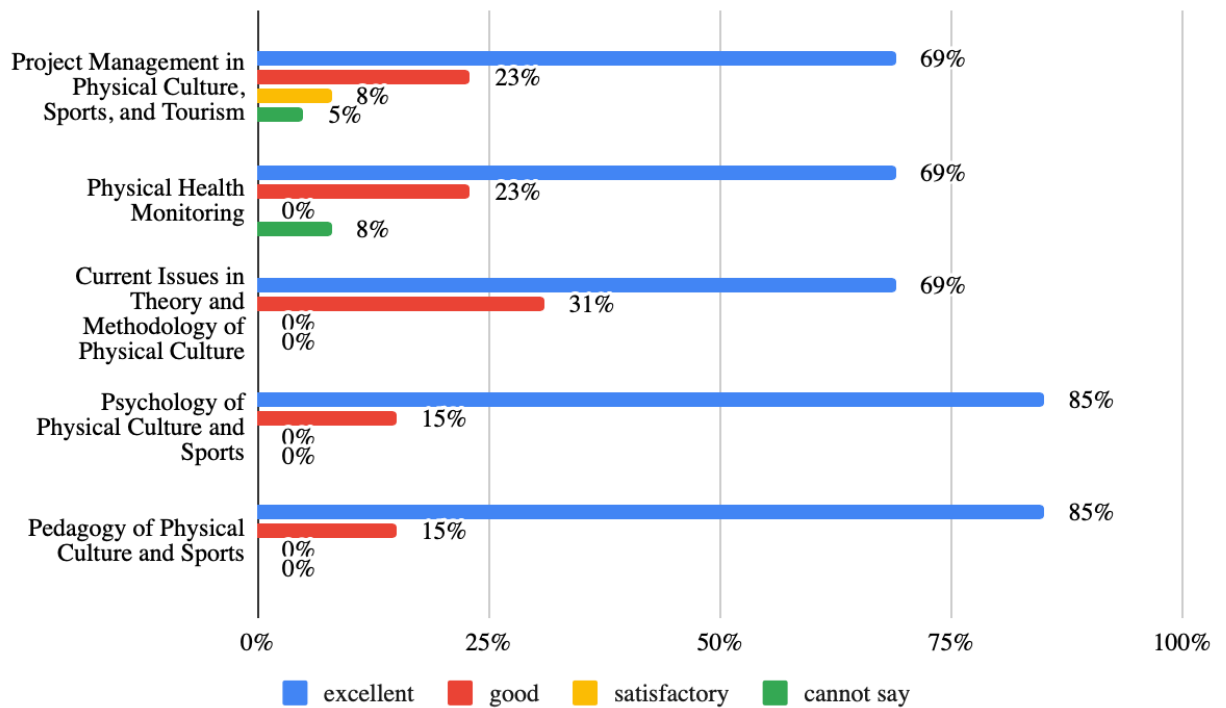


Fig. 10 – Assessment criterion
Classes help to form professional skills

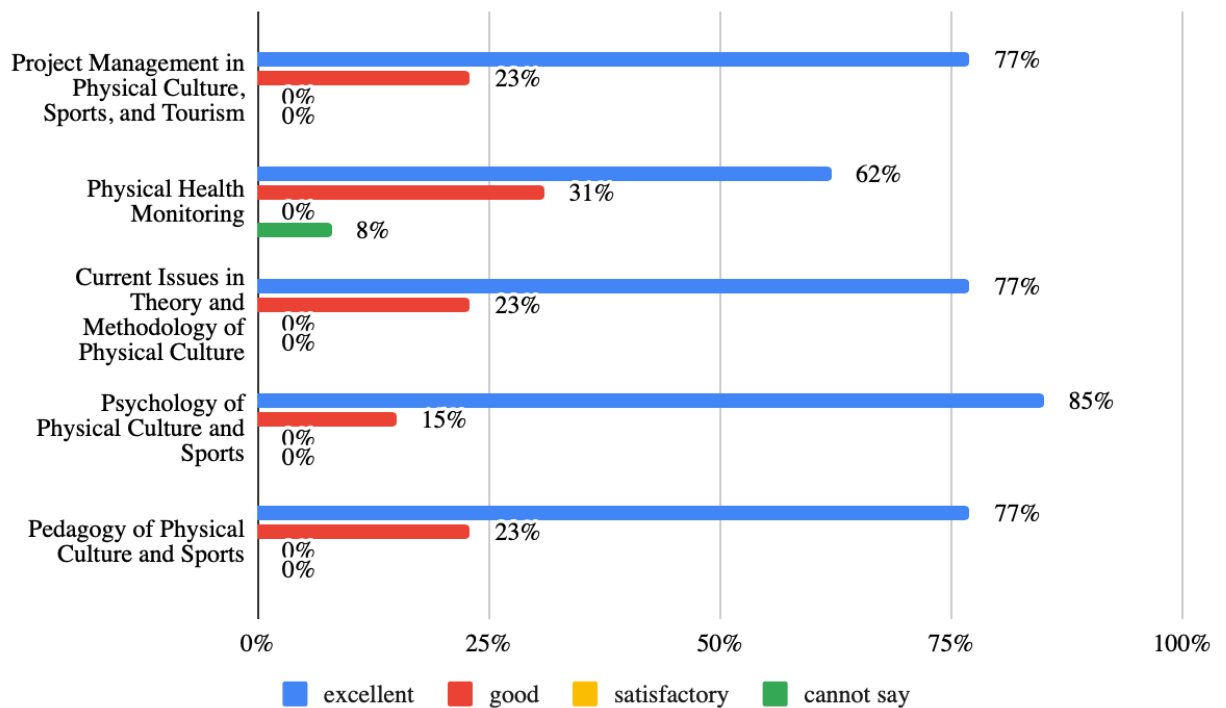


Fig. 11 – Assessment criterion

Friendly atmosphere is supported during the classes along with friendly attitude to students

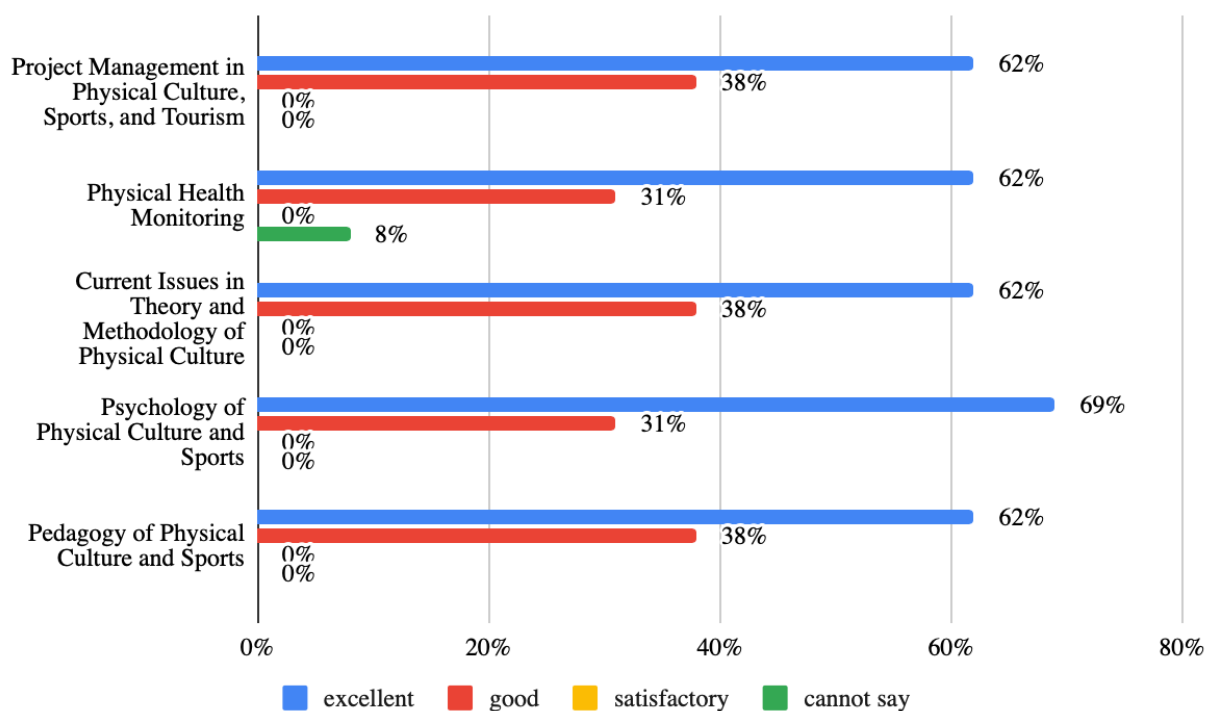


Fig. 12 – Assessment criterion

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

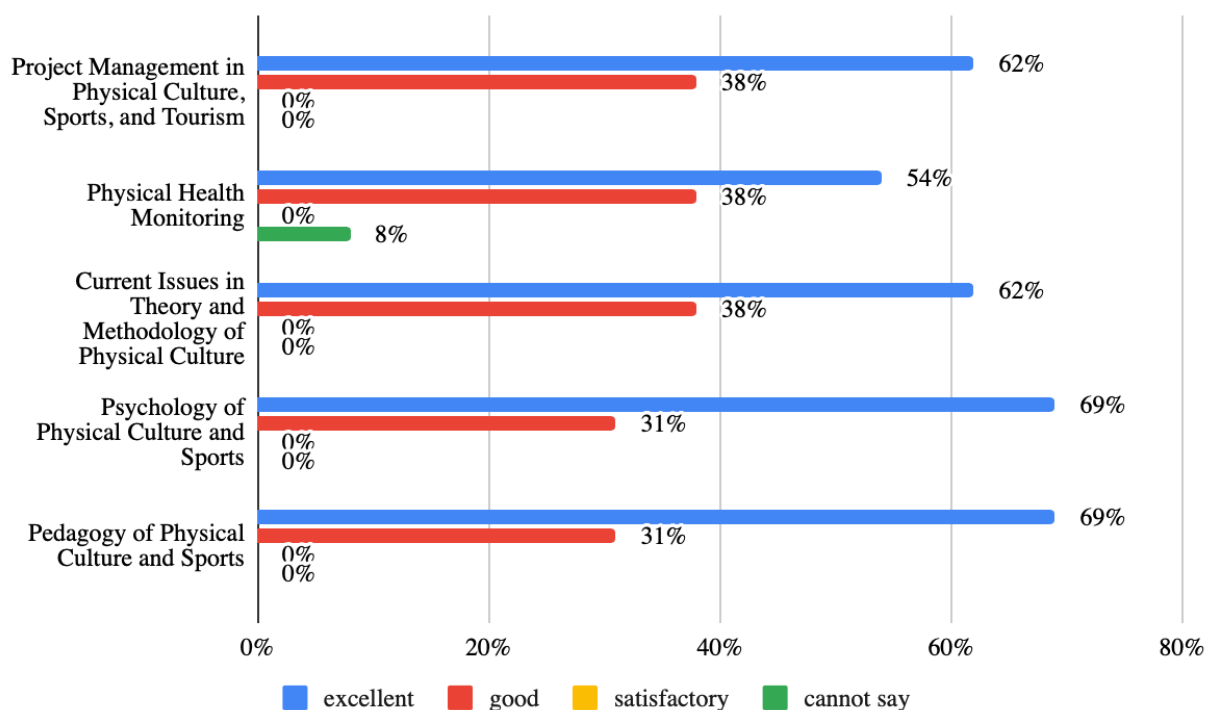


Fig. 13 – Assessment criterion

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

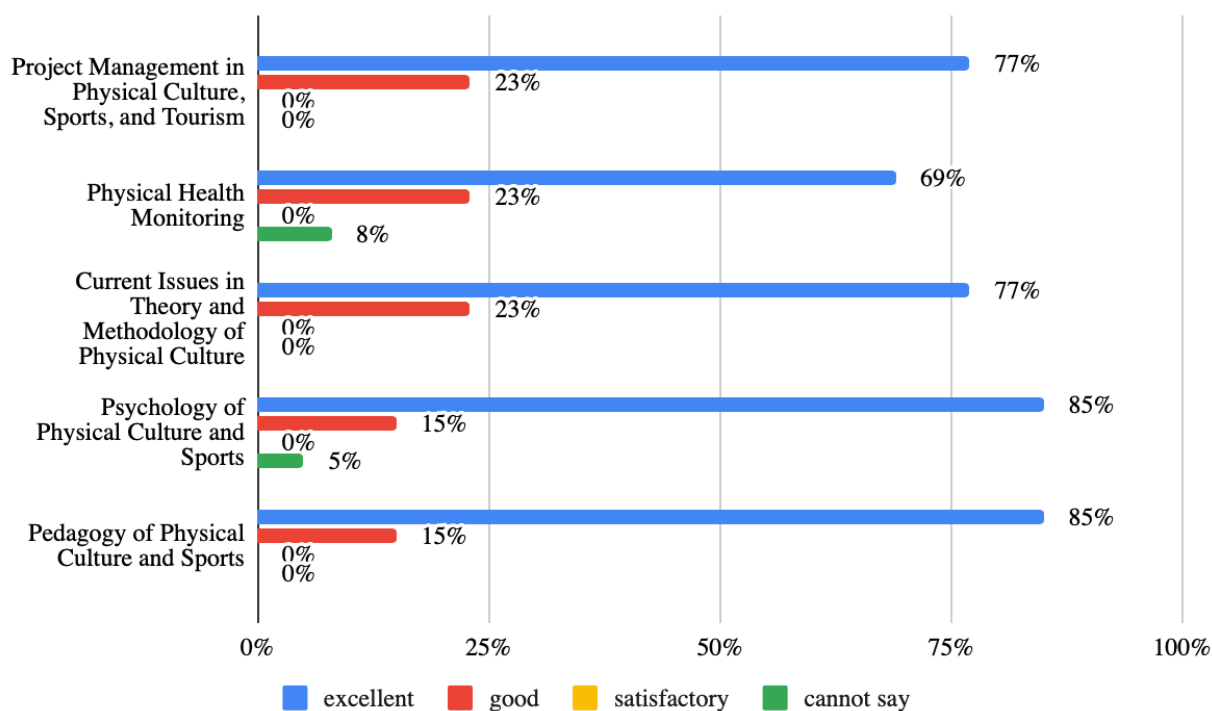


Fig. 14 – Assessment criterion

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

The Master's students express a unanimous opinion in assessing the quality of the courses.

The majority of the surveyed 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 that courses that were awarded the largest number of excellent marks by most criteria. They are *Current Issues in Theory and Methodology of Physical Culture*, *Psychology of Physical Culture and Sports*, and *Pedagogy of Physical Culture and Sports*. The overall satisfaction made up **100%**. The number of excellent marks varies from **62%** to **85%**.

Such courses as *Physical Health Monitoring* and *Project Management in Physical Culture, Sports, and Tourism* received a high portion of excellent marks in all the criteria. The number of excellent marks varies from **54%** to **92%** and from **62%** to **77%**, respectively. **8%** of the Master's students had difficulty assessing these courses by all the criteria. **8%** of the surveyed are dissatisfied with the criterion *Courses help to form professional skills* in the course *Project Management in Physical Culture, Sports, and Tourism*.

Conclusions

In order to obtain an unbiased evaluation of the quality of the study program *Technologies of Physical Education and Sports Improvement* and identify the Master's students' satisfaction with the quality of tuition, we surveyed the second-year students.

According to the results, **77%** of the surveyed are satisfied with the choice of the study program. Among them, **46%** are completely satisfied and **31%** are mostly satisfied. **23%** of the students found the question difficult to answer.

Among the main factors influencing the choice of the study program are *TSU prestige and reputation* (**69%**) and *strive for research* (**62%**)

The majority of the Master's students are satisfied with the quality of tuition and qualification of the teaching staff. Among the most significant learning outcomes the surveyed highlight *theory-based and practice-led knowledge* (**69%**), *ability to defend their viewpoint*

(54%), and *skills at working independently* (46%). 38% of the Master's students appreciate *skills at working with modern software, hardware, research skills, and teamwork*.

Answering the question whether learning outcomes meet students' expectations: 69% of the Master's students said 'Yes', 8% said 'No'. 23% found the question difficult to answer.

The Master's students are generally satisfied with support materials. The survey demonstrated that 92% of the surveyed are satisfied with *access to support materials in e-format, availability and quality of support materials, and availability of the main and additional literature*. Moreover, 84% of the Master's students are completely satisfied with the *availability of support materials* (and other parameters). 77% are completely satisfied with the *availability of the main and additional literature*. The Master's students' satisfaction with other parameters varied from 84% to 92%. 8% of the surveyed are dissatisfied with the support of the courses. 8% of the respondents had difficulty assessing all the parameters.

The Master's students are engaged in research activities. The surveyed mainly take part in *writing research articles* (62%). 46% of the Master's students participate in *research carried out at the Faculty and Departments*. 31% of the respondents take part in *competitions*.

The majority of the Master's students take part in *research conferences* (58%) and write *research articles* (47%). *Grants and Russian and international exchange programs* were mentioned by 15% each.

The Master's students express a unanimous opinion in assessing the quality of the courses.

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

The overall satisfaction with such courses as *Current Issues in Theory and Methodology of Physical Culture, Psychology of Physical Culture and Sports, and Pedagogy of Physical Culture and Sports* made up 100%. The number of excellent marks varied from 62% to 85%.

Such courses as *Physical Health Monitoring and Project Management in Physical Culture, Sports, and Tourism* received a high portion of excellent marks in all the criteria. The number of excellent marks varied from 54% to 92% and from 62% to 77%, respectively. 8% of the Master's students had difficulty assessing these courses by all the criteria. 8% of the surveyed are dissatisfied with the criterion *Courses help to form professional skills* in the course *Project Management in Physical Culture, Sports, and Tourism*.

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 the forms that contribute to more effective acquisition of the material: *practical classes, laboratory work* (69%), *interactive lectures, problem based learning* (69%), *research work, Master's thesis* (62%). *Traditional lectures* are considered to be effective by 38% of the surveyed. The Master's students think of the other forms as less effective.

Answering the question whether learning outcomes meet students' expectations: 69% of the Master's students said 'Yes', 8% said 'No'. 23% found the question difficult to answer.

The Master's students suggest improving the study program *Technologies of Physical Education and Sports Improvement* and including some courses into the curriculum: *Education management, administrative activities; History of physical education and sports; Sports psychology; Biomechanics; Anatomy (especially for coaches); Advanced theory and practice in artistic gymnastics*.

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.