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The situation of employers' satisfaction with graduates specifying in physical education, University of Pedagogy-Thai Nguyen University

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Abstract

Using conventional scientific research methods, the study surveyed 80 employers in 6 northern provinces to assess the current status of employers' satisfaction with specialized graduates. In physical education at the University of Education-Thai Nguyen University, the research results help assess the satisfaction level of employers for graduates majoring in physical education. The school uses the results as a basis to continue to innovate the program and improve the quality of training for human resources specializing in physical education.

Keywords: Current situation, physical education, human resources, student, capacity

Introduction

The goal of higher education is to provide human resources with a certain level of training for society and to promote the country's socio-economic development. The quality of training can be assessed by the trainee's ability to meet the job needs after completing the training program. Evaluators are the only employers, and their satisfaction is the basic criterion for evaluating the quality of training products. Satisfaction assessment is one of the things that needs to be done regularly every year to have evaluations on the training work of the school. From the annual assessment, the school can make comparisons to take appropriate measures to improve the employer's satisfaction level with the human resources graduating from the university with a major in physical education pedagogy at Thai Nguyen University today.

Research Methodology

In the research process, we use the following research methods: Method of document analysis and synthesis; Method of interview by ballot; Statistical Mathematical Methods.

Research Results and Discussion

Status of employers' satisfaction with graduates majoring in physical education University of Education-Thai Nguyen University

- Level of satisfaction with professional skills

Employers' satisfaction with occupational skills

The professional skills of physical education teachers are assessed by employers as very important. The level of satisfaction of employers with the professional skills of graduates majoring in physical education at Pedagogical University-TNU. We selected the 7 most important skills of teachers. The results are listed in Table 1:

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Table 1: Employer satisfaction with occupational skills (n = 80)

TT	Occupational Skills	Satisfaction Level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Skills to learn programs and textbooks	0%	12.5%	77.5%	10.0%
2	Skills in teaching and planning.	0%	12.5%	72.5%	15.0%
3	Skills for developing lesson plans	0%	12.5%	72.5%	15.0%
4	Skills to organize teaching activities	0%	15.0%	58.75%	26.25%
5	Skills for Organizing Educational Activities	0%	33.75%	57.5%	8.75%
6	The ability to test and evaluate the student's learning and training results	0%	0%	85.0%	15.0%
7	Career development skills	0%	20.0%	73.75%	6.25%

Interview results show that employers are satisfied with the professional skills of physical education teachers, in which the satisfaction rate is from 57.5% to 85%. The rate of very satisfied is still low at 57.5% - 85%. 6.25%–26.25%, while still 12.5%–33.75% of employers rate the occupational skills of graduates of physical education as normal.

Level of satisfaction of employers with teaching skills

Teaching is a characteristic ability of a teacher. This capacity is a combination of many small skills. The level of satisfaction with the teaching skills of physical education teachers after being recruited is listed in Table 2:

Table 2: Employers' satisfaction with teaching skills (n=80)

TT	Teaching skills	Satisfaction level			
		Not satisfied	Quite Satisfied	Satisfied	Very Satisfied
1	During the progression, create a learning environment for students.	0%	30.0%	53.75%	16.25%
2	Using teaching aids in physical education	0%	0%	73.75%	26.25%
3	Problem-solving and problem-setting in physical education	0%	21.25%	60.0%	18.75%
4	Arrange for students to participate in individual, group, and collective activities	0%	43.75%	45.0%	8.75%
5	Creating a student-centered online learning environment	0%	42.5%	47.5%	10.0%
6	Skills in designing teaching aids for physical education	0%	23.75%	80.0%	8.75%
7	Capability to apply knowledge and motor skills learned in sports and physical education in real-life situations.	0%	21.25%	70.0%	11.25%

Interview results show that the percentage of employers who rate their satisfaction as satisfied is from 45% to 80%. However, the rate of very satisfied employers is still limited to 8.75%–26.25%, while the rate of assessment at a normal level is still high, accounting for 21.25%–43.75%, specifically two skills: organization of individual activities, group activities, and collective activities for students; and building a learning environment Online training for students has not

been appreciated.

Employer satisfaction with personal qualities

Besides professional skills and teaching skills, personal qualities are also factors that we consider very important. The evaluation of the management staff on the level of achievement of the personal qualities of the physical education teacher is presented in Table 3:

Table 3: Employers' satisfaction with personal qualities in teaching (n = 80)

TT	Personal qualities	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Political qualities	0%	0%	72.5%	27.5%
2	Professional ethics	0%	0%	88.75%	11.25%
3	Cognitive capacity and professional thinking	0%	20.0%	67.5%	12.5%
4	Ability to detect and solve problems in teaching and educating students	0%	21.25%	56.25%	23.75%
5	Capability in public speaking	0%	38.75%	43.75%	17.5%
6	Emotional mastery	0%	15.0%	60.0%	25.0%
7	Ability to self-study, self-study and professional development	0%	18.75%	65.0%	16.25%
8	Ability to apply information technology in research and teaching of physical education and student education	0%	20.0%	60.0%	20.0%
9	Ability to use foreign languages in communication, research and teaching of physical education	0%	32.5%	60.0%	7.5%

Assessing the personal qualities of graduates majoring in physical education at the University of Pedagogy—Thai Nguyen University, the majority of employers rated them at a rate of 61.25%–100% as satisfied or very satisfied. However, there are two personal qualities that employers rate at a normal level and still account for a high percentage: The ability to make public presentations (38.75%); the ability to

use foreign languages in communication, research, and teaching of physical education (32.5%).

Employers' satisfaction with skills that work in a school environment

The task of a teacher in a high school is not only teaching experience but also student management and education, so

soft skills are very important. Employers' ratings of the attainment of these skills for physical education teachers are

listed in Table 4:

Table 4: Employer's satisfaction with professional skills in a school environment (n = 80)

TT	Skills for professional activities in the school environment	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Teamwork skills	0%	33.75%	53.75%	12.5%
2	Communication abilities	0%	17.5%	47.5%	27.5%
3	Colleague Interaction Skills	0%	0%	57.5%	42.5%
4	Student Interaction Skills	0%	11.25%	72.5%	16.25%
5	Abilities in operations coordination	0%	20.0%	60.0%	20.0%
6	Skills to coordinate educational forces in schools to educate students.	0%	11.25%	72.5%	16.2%5

Professional skills in a school environment are highly appreciated by employers in communication skills, skills in dealing with colleagues and students, and coordination with educational forces in the school to teach students. In education, the employer's assessment rate from satisfied to very satisfied is over 70%. However, there is still a small percentage of employers who rate it as normal, accounting for anywhere from 11.25% to 33.75%.

Level of satisfaction of employers with skills to operate in a social environment

Teachers have certain influences on society. The personality and capacity of teachers will have a great influence on society, so we also attach great importance to this capacity in teachers. The assessment of the management staff on the level of achievement of operational skills in the social environment for physical education teachers will be the result for us to adjust the training program for physical education teachers. The results of the interviews are listed in Table 5.

Table 5: Employer's satisfaction with skills for professional activities in a social environment (n = 80)

TT	Professional performance skills in a social environment	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Ability for dealing with parents	0%	0%	88.75%	11.25%
2	Experience working with administrative organizations	0%	0%	85.0%	15.0%
3	Skills to deal with social organizations	0%	0%	85.0%	15.0%
4	Skills to deal with organizations of other industries in the locality.	0%	0%	93.75%	6.25%

The ability to function in the social environment of graduates majoring in physical education at the University of Pedagogy-Thai Nguyen University is highly appreciated by employers in terms of satisfaction, accounting for the percentage from 85% to 93.75%, the rest are very satisfied. Thus, it can be seen that behavioral skills are highly valued in the school's training program. Students can participate in extracurricular clubs about the application and use of situations in teaching as well as in life. That helps students after graduation to meet their jobs well.

Level of satisfaction of employers with design capacity and capacity to organize extracurricular activities

Teachers are increasingly given more freedom and creativity in teaching and educational activities. Teachers can design their own teaching and educational activities as long as they are effective. Therefore, the ability to design and organize are important competencies for physical education teachers in modern society. The level of satisfaction of employers about the capacity to design and organize extracurricular activities of graduates majoring in physical education at the University of Education-Thai Nguyen University is presented in the table below:

Table 6: Employers' satisfaction with design capabilities (n = 80)

TT	Design capacity	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Develop educational plans, teaching plans, lesson plans and topics of the school and professional groups.	0%	20.0%	63.75%	16.25%
2	Designing physical education learning projects for students	0%	30.0%	60.0%	10.0%
3	Design a system of exercises suitable for each student	0%	11.25%	76.25%	12.5%
4	Plan educational activities outside of class time	0%	13.75%	73.75%	12.5%
5	Design and organize extracurricular activities in sports	0%	15.0%	65.0%	20.0%
6	Design activities to learn the applications of sport in daily life for students	0%	17.5%	70.0%	12.5%
7	Develop a plan to evaluate the results of teaching physical education	0%	11.25%	72.5%	16.2%5
8	Design and organize sports clubs for high school students	0%	35.0%	57.5%	7.5%
9	Organizing student competitions and refereeing sports.	0%	15.0%	72.5%	12.5%

The interview results show that the majority of employers are satisfied with the design capacity of graduates of the school's physical education major. The percentage of satisfied teachers

accounts for 57.5% to 76.25%. However, the rate of very satisfied rating is still low from 5.0% to 20.0%, and the normal rate is still from 11.25% to 35.0%,

Level of satisfaction of employers about the performance capacity and self-improvement capacity for the development of physical education teachers

Performance capacity is the ability to perform activities (tasks, jobs) in the profession according to set standards. Performance capability is considered as an integration of knowledge, skills, and attitudes that make up the ability to perform a productive job and is expressed in production

practice. Not only are psychomotor skills or manual labor skills, but intellectual skills are also a component of the skills that make up performance. It is important for every teacher to have the ability to self-study and constantly learn to improve themselves. This life is constantly changing, so if you stop learning and stop improving, every teacher will fall behind. The results of the interviews are presented in Tables 7 and 8.

Table 7: Employer satisfaction with performance competencies (n = 80)

TT	Performance capacity	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Making plans to perform professional tasks	0%	15.0%	65.0%	20.0%
2	Implement the teaching and educational plan of the school and the professional team	0%	17.5%	61.25%	21.25%
3	Applying principles, methods and forms of teaching organization in the process of teaching physical education	0%	20.0%	63.75%	16.25%
4	Implement test plan, assess student learning result	0%	11.25%	77.5%	11.25%
5	Application of IT in teaching physical education	0%	31.25%	57.5%	11.25%
6	Class organization and management	0%	17.5%	58.75%	23.75%
7	Actively engage students in classroom learning	0%	17.5%	70.0%	12.5%
8	Sports and extracurricular activities planning	0%	20.0%	56.25%	23.75%
9	Providing students with special treatment.	0%	13.75%	73.75%	12.5%

Table 8: Employer's satisfaction with self-improvement capacity for development (n = 80)

TT	Develop self-improvement capacity	Satisfaction level			
		Not satisfied	Quite satisfied	Satisfied	Very satisfied
1	Self-study and active research in physical education	0%	31.25%	57.5%	11.25%
2	Detecting and solving problems arising in teaching practice	0%	15.0%	66.25%	18.75%
3	Collaborative communication and collaboration with colleagues in teaching and student education	0%	10.0%	66.25%	23.75%
4	Communicate and coordinate with students' parents and other social organizations in the education of students.	0%	15.0%	55.0%	30.0%
5	Adapting teaching and learning activities based on assessment results	0%	7.5%	63.75%	28.75%
6	Assessment, enhancement, and professional development	0%	30.0%	47.5%	22.5%

The interview results show that the employer's satisfaction with the performance capacity and self-improvement capacity of the graduates majoring in physical education at the University of Pedagogy-Thai Nguyen University is quite good. It accounted for 68.75% to 92.5%. No employer rated as dissatisfied. The normal rate was from 7.5% to 31.25%. Thus, it can be seen that graduates of the school's physical education major have good performance and self-improvement skills to meet the needs of employers.

Thus, according to the actual survey results, the majority of employers are satisfied with the quality of graduates majoring in physical education from the University of Education—Thai Nguyen University, however. While the rate of very satisfied is still low, most employers consider the capacity to need to be further improved and improved, such as: communication capacity, ability to organize social activities, capacity to handle pedagogical situations, and capacity to consult on school psychology and career guidance.

Conclusion

The survey results show that graduates of the physical education major at the University of Pedagogy-Thai Nguyen University who are working in the right major have received good reviews from employers. However, besides the content that is satisfied by the employers, students still have limitations in using foreign languages and skills in applying IT in teaching physical education and skills in designing and organizing sentences sports clubs for students in high school.

The survey results are the basis for the school to refer to and adjust the training program for students majoring in physical education in order to further improve employer satisfaction.

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