

STUDY OF STUDENT'S SATISFACTION ABOUT TEACHER'S COMPETENCIES, SPECIFIC TO THE TEACHING ACTIVITY AT THE PHYSICAL EDUCATION LESSON

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Abstract: *The current study aimed to evaluate the degree of satisfaction of the students following the participation in the physical education lessons of the trainee teachers who participated in the process of initial professional training through the application of a mentoring program. The sum of the points obtained by applying the questionnaire regarding the satisfaction of the students in relation to the quality of the teaching act of the trainee teacher was 123.02, a value that falls between 160-105 points, the fact that the students have a very good perception and appreciate the didactic activity of mentees, who developed, following the mentoring program, a high level of skills necessary to teach the subject of Physical Education, in his initial professional training stadium. Along with the expansion and deepening of the professional skills of the staff, participating in a structured debut mentoring process, the effectiveness of the act of teaching the Physical Education discipline increases, a fact reflected by the student's satisfaction with the support given in his own training.*

Key words: *students, professional appreciation, mentoring, physical education, professional skills.*

1. Introduction

The efficiency of the teaching process is directly conditioned by the level and

complexity of the teaching staff's skills. The effects of the level of competence, efficiency and pedagogical effectiveness of teaching staff, conditions the level of

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knowledge, skills, acquisitions and key competences of students.

The formation of specialized and transversal professional skills must begin during university studies and be continued throughout the entire professional teaching activity [7]. The mentoring activity during internships in educational units within undergraduate, master's and postgraduate studies has as its major objective the formation of professional skills by correlating theory with practice in the field of physical education [10].

The objectives aim: the development of specific practical and methodical skills, the formation of a body of updated and extensive specialized knowledge, the development of curriculum design and planning skills, the development of subject group management skills, the development of communication skills, abstraction, generalization, analysis and synthesis, developing the skills of integrating theory into practice etc. [2], [11].

A modern approach to the mentoring process is based on the principle of learning through action, in order to make the didactic activity of the beginning teacher more efficient [1]. The principles applied in the mentoring process aim to improve the taught activities and expand the capacity to identify new opportunities, but also to positively and dynamically explore the teaching career [8], [9].

2. Materials and Methods

2.1. Hypotheses of preliminary study

The specific hypothesis of this study started from the assumption that, with the expansion and deepening of the professional skills of the beginning teaching staff, participating in a properly

structured mentoring process, the effectiveness of the act of teaching in the Physical Education discipline increases, a fact reflected by the student's satisfaction with the support granted in his own training.

2.2. Research organization

This research was carried out between September 2018 and July 2019, during the mentoring process and was completed by applying a questionnaire to which students from the classes included in the project participated voluntarily. The result was a sample of 217 subjects, 8th grade students, distributed among the 18 mentored teachers. The application of the evaluation tools was carried out at the end of the 2018-2019 school years, so that the level of appreciation of the teacher (practically of the teachers or mentees) is based on the student's experience in the physical education lesson, during the entire school year. Only the 8th grades were selected, because it was considered that at this age students are more responsible and their answers can be more objective.

2.3. Evaluation tools

In the study, we used a questionnaire adapted from a standardized and validated questionnaire called - Self-assessment questionnaire of the perception of specific EFS skills by mentors and mentees [4], [5], [12]. The questionnaire regarding student satisfaction in relation to the quality of the teaching act of the intern/mentored teacher in the Physical Education discipline included 20 items with concrete questions, on which students can express

an objective opinion. For the evaluation of each item of the questionnaire, the Likert scale with 4 response levels was used, where the students participating in the physical education lessons appreciated the level of specific skills of the debutante teacher, at the time of completing the questionnaire. The points that could be awarded were: 1 point - never; 2 points – sometimes; 3 points – almost always; 4 points – always. Since respective scores apply to only 20 items compared to the 40 items of the standardized questionnaire, we decided that, for the data processing sequence, each item would be double-scored so that reporting to the global scale would be identical. Questionnaire score: between 160-105 points, students have a very good degree of satisfaction regarding the way the physical education lesson is conducted; between 105-50 points, the perception is good and requires the identification of actions that must be reviewed and improved; below 50 points, the students' perception is not satisfactory and indicates the need to increase the time devoted to theoretical and practical activities in order to improve the specialized skills needed in the physical education lesson.

2.4. Statistical analysis

During the research I used the survey method, the statistical-mathematical method and the graphic method. The results were processed in SPSS 24, and the statistical parameters calculated were: Cronbach's Alpha (α), arithmetic mean (\bar{X}),

standard deviation (SD), difference of arithmetic means (ΔX), sum of points (Σ), difference of sums ($\Delta \Sigma$), the Student test (T), the confidence coefficient with the two lower and upper levels (95%CI), the level of probability selected for this preliminary research was $p < 0.05$.

3. Results

The questionnaire applied to students to measure their degree of satisfaction is also validated by the statistical indicator Cronbach's Alpha (α), which had a value of 0.736, which reflects a good internal consistency. It was built, as I mentioned before, respecting the structure of the standardized questionnaire, but it was reduced to 20 items in order to be applied to a sample of students, at the level of understanding specific to their age. Since the standardized questionnaire had 40 items, in order to be able to interpret the sum of the arithmetic averages obtained in our research, we doubled the score recorded for the 20 items of the questionnaire, which was 62.51 points. We thus obtained a value of 123.02 points, which falls between 160 - 105 points, and according to the way of awarding the scores and interpreting the questionnaire that we established, this indicates that the students have a very good perception and appreciates the didactic activity of the mentee, who developed, following the mentoring program, a high level of skills necessary to teach the subject Physical Education, in his initial professional training stage.

Table 1

Descriptive statistics of the Questionnaire regarding student satisfaction in relation to the quality of the teaching act of the mentored teacher

| Items | X | SD | t | P | 95% CI | |
|---|-------|------|--------|------|--------|-------|
| | | | | | Lower | Upper |
| 1. Did your physical education teacher recommend you or send a colleague to a sports club to practice a performance sport? | 3,014 | ,876 | 50,732 | ,001 | 2,901 | 3,135 |
| 2. Does your teacher demonstrate the exercises they teach during PE class? | 2,977 | ,813 | 53,918 | ,001 | 2,868 | 3,085 |
| 3. Does your teacher provide support and assistance to children who are struggling with the exercises you perform during PE class? | 3,142 | ,806 | 57,390 | ,001 | 3,034 | 3,250 |
| 4. When someone was injured or needed assistance, did the PE teacher help them recover? | 3,018 | ,804 | 55,244 | ,001 | 2,910 | 3,126 |
| 5. Was your assessment done using different methods throughout the school year? | 3,133 | ,802 | 57,518 | ,001 | 3,026 | 3,241 |
| 6. During the school year, did your teacher encourage you, or did you have homework, to exercise during your free time? | 2,949 | ,771 | 56,341 | ,001 | 2,846 | 3,052 |
| 7. During the school year, does the teacher announce/remind you what the objectives/purposes of the Physical Education subject are? | 3,096 | ,889 | 51,275 | ,001 | 2,977 | 3,215 |
| 8. Does the physical education teacher notice (through praise, encouragement) the progress made by you during the physical education lessons? | 3,152 | ,881 | 52,653 | ,001 | 3,034 | 3,270 |
| 9. During physical education lessons, does the teacher tell you what you did well or wrong in the contents you practice? | 3,009 | ,833 | 53,198 | ,001 | 2,897 | 3,120 |
| 10. Does the teacher explain in your understanding what you have to do in the physical education lesson? | 2,861 | ,952 | 44,271 | ,001 | 2,734 | 2,989 |
| 11. Does the teacher push you to find solutions to the tasks he gives you during the lesson? | 3,032 | ,959 | 46,563 | ,001 | 2,903 | 3,160 |
| 12. During the lesson, do the activities you carry out seem attractive and easy to perform? | 3,087 | ,979 | 46,423 | ,001 | 2,956 | 3,218 |
| 13. Do you think the control tests you took were well explained and easy to perform? | 3,235 | ,784 | 60,728 | ,001 | 3,130 | 3,340 |
| 14. Is the class well organized (in groups, in pairs, individually) when performing the physical exercises? | 3,064 | ,767 | 58,851 | ,001 | 2,961 | 3,167 |
| 15. During the school year, does the teacher help you not to get discouraged when you cannot perform certain physical exercises? | 3,188 | ,847 | 55,409 | ,001 | 3,075 | 3,302 |

| Items | X | SD | t | P | 95% CI | |
|--|-------|------|--------|------|--------|-------|
| | | | | | Lower | Upper |
| 16. Does your teacher show understanding towards you/your colleagues when for medical reasons you cannot participate in the practice activity? | 2,875 | ,809 | 52,310 | ,001 | 2,767 | 2,983 |
| 17. Do you/your colleagues, if you have medical problems, receive tasks during class to contribute to the physical education lesson? | 3,175 | ,797 | 58,656 | ,001 | 3,068 | 3,281 |
| 18. Did the physical education teacher invite you to participate in the games of the school representative, in different sports branches or in the competitions organized at the city level? | 3,202 | ,742 | 63,543 | ,001 | 3,103 | 3,302 |
| 19. During the school year, did your teacher organize activities with the class, carried out outside the school and outside the school program? | 2,963 | ,942 | 46,333 | ,001 | 2,837 | 3,089 |
| 20. Did your physical education teacher organize a school competition (championship) in certain (different) sports branches? | 3,336 | ,740 | 66,372 | ,001 | 3,237 | 3,435 |

After processing the data obtained from the application of the questionnaire, we noticed that the majority of students have a high appreciation for its items, which shows us that the implementation of the mentoring program produced an improvement in the instructional-educational process among beginning teachers.

Thus, the best values given by the students (Table 1) were recorded for: item 20 – Did your physical education teacher organize a school competition (championship) in certain (different) sports branches? (3,336 points), item 13 – Do you think the control tests you took were well explained and easy to perform?

(3,235 points) and item 18 – Did the physical education teacher invite you to participate in the games of the school representative team, in different sports branches or in the competitions organized at the city level? (3,202 points). From the processed data, the lowest results of the student sample were on item 10 – Does the teacher explain to you in your understanding what you have to do in the physical education lesson? (2,861 points) and item 16 - Does your teacher show understanding towards you/your colleagues when for medical reasons you cannot participate in the practice activity? (2,875 points).

Table 2

Distribution of responses and their percentage weight to the Student Satisfaction Questionnaire in relation to the quality of the teaching act of the mentored teacher

| Items | 4 points | | 3 points | | 2 points | | 1 point | |
|---|----------|------|----------|------|----------|------|---------|-----|
| | N | % | N | % | N | % | N | % |
| 1. Did your physical education teacher recommend you or send a colleague to a sports club to practice a performance sport? | 69 | 31,8 | 99 | 45,6 | 33 | 15,2 | 16 | 7,4 |
| 2. Does your teacher demonstrate the exercises they teach during PE class? | 66 | 30,4 | 83 | 38,2 | 65 | 30 | 3 | 1,4 |
| 3. Does your teacher provide support and assistance to children who are struggling with the exercises you perform during PE class? | 83 | 38,2 | 87 | 40,1 | 42 | 19,4 | 5 | 2,3 |
| 4. When someone was injured or needed assistance, did the PE teacher help them recover? | 65 | 30,0 | 98 | 45,2 | 47 | 21,7 | 7 | 3,2 |
| 5. Was your assessment done using different methods throughout the school year? | 77 | 35,5 | 101 | 46,5 | 30 | 13,8 | 9 | 4,1 |
| 6. During the school year, did your teacher encourage you, or did you have homework, to exercise during your free time? | 59 | 27,2 | 88 | 40,6 | 70 | 32,2 | 0 | 0 |
| 7. During the school year, does the teacher announce/remind you what the objectives/purposes of the Physical Education subject are? | 86 | 39,6 | 77 | 35,5 | 43 | 19,8 | 11 | 5,1 |
| 8. Does the physical education teacher notice (through praise, encouragement) the progress made by you during the physical education lessons? | 94 | 43,3 | 71 | 32,7 | 43 | 19,8 | 9 | 4,2 |
| 9. During physical education lessons, does the teacher tell you what you did well or wrong in the contents you practice? | 66 | 30,4 | 97 | 44,7 | 44 | 20,3 | 10 | 4,6 |
| 10. Does the teacher explain in your understanding what you have to do in the physical education lesson? | 67 | 30,9 | 71 | 32,7 | 61 | 28,1 | 18 | 8,3 |
| 11. Does the teacher push you to find solutions to the tasks he gives you during the lesson? | 92 | 42,4 | 51 | 23,5 | 63 | 29,0 | 11 | 5,1 |
| 12. During the lesson, do the activities you carry out seem attractive and easy to perform? | 101 | 46,5 | 47 | 21,7 | 56 | 25,8 | 13 | 6,0 |
| 13. Do you think the control tests you took were well explained and easy to perform? | 93 | 42,9 | 87 | 40,1 | 32 | 14,7 | 5 | 2,3 |
| 14. Is the class well organized (in groups, in pairs, individually) when performing the physical exercises? | 65 | 30,0 | 107 | 49,2 | 39 | 18,0 | 6 | 2,8 |
| 15. During the school year, does the teacher help you not to get discouraged when you cannot perform certain physical exercises? | 97 | 44,7 | 69 | 31,8 | 46 | 21,2 | 5 | 2,3 |

| Items | 4 points | | 3 points | | 2 points | | 1 point | |
|--|----------|-------|----------|-------|----------|-------|---------|------|
| | N | % | N | % | N | % | N | % |
| 16. Does your teacher show understanding towards you/your colleagues when for medical reasons you cannot participate in the practice activity? | 54 | 24,9 | 87 | 40,1 | 71 | 32,7 | 5 | 2,3 |
| 17. Do you/your colleagues, if you have medical problems, receive tasks during class to contribute to the physical education lesson? | 83 | 38,2 | 97 | 44,7 | 29 | 13,4 | 8 | 3,7 |
| 18. Did the physical education teacher invite you to participate in the games of the school representative, in different sports branches or in the competitions organized at the city level? | 81 | 37,3 | 104 | 47,9 | 27 | 12,4 | 5 | 2,3 |
| 19. During the school year, did your teacher organize activities with the class, carried out outside the school and outside the school program? | 71 | 32,7 | 88 | 40,6 | 37 | 17,1 | 21 | 9,7 |
| 20. Did your physical education teacher organize a school competition (championship) in certain (different) sports branches? | 103 | 47,5 | 89 | 41,0 | 20 | 9,2 | 5 | 2,3 |
| | 78,6 | 36,22 | 84,90 | 39,13 | 44,90 | 20,69 | 8,60 | 3,97 |

The data presented in table 2 show us for each item of the questionnaire, the number of responses distributed on the 4 variants of the Likert scale and the percentage weight they have in the "Questionnaire regarding the satisfaction of students in relation to the quality of the teaching act of the trainee teacher/mentored". Thus, for the answers of 4 points, there was an average of respondents of 78.6 (respondents), for those of 3 points, of 84.90 (respondents), for those of 2 points, 44.90 (respondents) and for those of 1 point of 8.60 (respondents). The most answers of 4 points were registered to item 20 – "Did your physical education teacher organize a competition (championship) of the school, in certain (different) sports branches?", being given by 103 respondents. The most answers of 3 and 4 points were recorded for item 20, where we have recorded the following answers given by the students:

47.5% gave 4 points, 41.0% gave 3 points, 9.2% gave 2 points and 2.3% gave 1 point.

From the answers provided by the students, we can conclude that at the school level, the mentoree is available and has organized various competitions (championships), in which the students participated in large numbers, an aspect highlighted by the high percentage of those who gave points to this item of the questionnaire. This aspect is part of the promotion of the movement in its competitive forms. However, overall, we believe that in this item, students have higher expectations, related to the teacher's level of understanding, in relation to some situations that make their effective participation in a certain lesson impossible or only partially possible. The average of the percentages obtained for each type of answer separately, shows us that the majority of the answers were given for the 3 and 4 point options. From the analysis made on

each item of the questionnaire, it emerges that the main beneficiaries of the mentoring process, the students, positively evaluate the didactic activity of the mentee and thus validate the value of the mentoring program, which led to the optimization of the didactic skills used in carrying out physical education lesson.

The "Questionnaire on student satisfaction in relation to the quality of the trainee/mentee teacher's teaching act", was built, as mentioned before, respecting the structure of the standardized questionnaire from the basic study 2, but it was reduced to 20 items in order to be able to be applied to a sample of students, at the level of understanding specific to their age. Since the standardized questionnaire had 40 items, in order to be able to interpret the sum of the arithmetic means obtained in the basic study 3, we doubled the score recorded for the 20 items of the questionnaire, which was 62.51 points. We thus obtained a value of 123.02 points, which falls between 160 - 105 points, and according to the way of awarding the scores and interpreting the questionnaire that we established, this indicates that the students have a very good perception and appreciate the didactic activity of the mentee, who has developed, following the mentoring program, a high level of skills necessary for teaching Physical Education, in his initial professional training stage.

4. Discussion

The results of the present study confirm the fact that the existence of a mentoring program in the initial professional training stage contributes to the improvement of the didactic activity of the novice teacher, an aspect reinforced by the results of the

questionnaire that measured the degree of satisfaction of the students who participated in the education lessons physical strength of the mentee. The answers of the sample of students regarding the level of development of professional skills specific to teaching physical education, looking in particular at their degree of satisfaction, are important, because they show us how the student (the final beneficiary of the didactic act) relates to the learning paths within the lesson of physical education, through the professional involvement of the mentee, organization, teaching and evaluation of the activity. The high level and manner of professional involvement of the mentee is a direct consequence of an effective mentoring program, which succeeds in improving and expanding the level of acquisition of specific skills for teaching physical education. In this direction, we can state that the implementation of the mentoring process determined the registration of a high final score of the questionnaire, an aspect underlined by the research results. Mentoring programs are dependent on the duration, and several studies have shown that the longer these periods are, the more the chances of success increase proportionally [3], [6]. In this sense, we believe that mentoring programs should take place throughout the internship period in the didactic activity.

Mentoring programs extended throughout the internship period, we believe would ensure better opportunities to apply/transpose theoretical knowledge in the teaching activity, as well as the diversification of didactic experiences by coordinating a larger number of classes of students, of different levels of training .

5. Conclusions

The results of the research lead us to confirm the hypothesis specific to the study according to which: "With the expansion and deepening of the professional skills of the beginning teaching staff, participating in a properly structured mentoring process, the effectiveness of the act of teaching in the discipline of Physical Education increases, a fact reflected by the satisfaction of the student to the support given in his own training". The training of specialized didactic skills and inter-trans-disciplinary ones in the field of physical education, in the case of beginning teachers, can have positive effects on the entire didactic process and implicitly on the formation of their pro-active behaviours, towards movement, for the entire duration of life, an aspect that is reflected in the appreciation of the activity carried out in the physical education lesson by the students.

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