

In this study we have seen how important is physical education for a better overview of the instructive-educational process. For maximum effectiveness we recommend the use of diverse games within the hours of physical education. The games will contribute greatly to the definition of the child's personality.

The movement is something beneficial at any time for the human body, the game is really the foundation of learning because learning has its origins in the game, as the preschool child learns by playing, so it should follow a continuity, using the game in the primary cycle.

From my point of view, there should be included even several hours of physical education and sport should be promoted with all its branches.

References

1. Scarlat E., (1981). *Lecția de educație fizică – metode și mijloace*, Editura Sport-Turism, București.
2. Cârstea Gh., (2000). *Teoria și metodică educației fizice școlare*, Editura Sport-Turism, București.
3. *Instrucțiuni privind organizarea și desfășurarea activităților de educație fizică și sport în învățământul preșcolar și primar*, (1986), Ministerul Educației și Învățământului, București.

EVALUATION OF TEACHING STAFF AND COURSES, BY STUDENTS OF THE STATE UNIVERSITY OF PHYSICAL EDUCATION AND SPORT, AS A CONDITION FOR ENSURING INTERNAL QUALITY MANAGEMENT

Viorica Calugher^a, Ecaterina Lungu^b,

^{a,b} State University of Physical Education and Sport, 22, A. Doga str., Chișinău MD-2024, Republic of Moldova

Abstract

The university is the main generator of the “cores” of cultural diffusion. Higher education forms experts who will lead, in the near future, our country's society and economy to the integration into the European Union. In this context, the quality of university performance acquires particular importance. Quality assurance, at the institutional level, is the most important dimension of the quality systems. The introduction of institutional structures for quality assurance contributes to the training of students regarding the ways of organization, relationships with teachers and university, regarding the means of expressing of their requirements and expectations. Their involvement in the real life of the university and the development among the youth of a new institutional culture represent the goals of quality management system. Assessment of student satisfaction regarding the teaching staff and courses held at the State University of Physical Education and Sport is a strategic decision on providing quality management. This activity aims to involve students in the process of quality assurance, awarding them the function of active partners in the process of increasing academic achievement. The results of such studies contribute to the development of proposals and recommendations that may become strategic objectives and priority actions in order to develop, for the future, the university activity.

Keywords: evaluation, quality indicator, degree of satisfaction, customer, partner.

The new millennium comes with many problems for education, while offering few solutions; such situation requires specialists to apply innovative and optimistic attitude, so that, in perspective, to highlight the challenges of this period, and not threats related to problems without solutions. In this context, now it is the opportune moment to pass to the performance promoting due to institutionalization of quality dimension in higher education of physical culture and sport from Moldova.

The mission of higher education of physical culture and sport is, primarily, to meet specific education and training needs of young people and social- economic development needs of the community. University fulfills this purpose only in case when it meets all necessities at a quality standard that allows both, individuals and society, to become proficient in a globalized environment, characterized by competition and dynamism [3].

Quality assurance, at university level, represents a priority within quality systems. The development of the quality indicators within State University of Physical Training and Sport is required by internal management, by the responsibility of university staff, by performance orientation of academic activity and the development of a quality culture among staff and students.

Students represent a key element of the academic activity. Students are customers of the university, having a dual character: internal customers (as participants) and external (as beneficiaries). They have their own requirements and expectations of the university. The situation in which students shall pay the preparing taxes shows, once again, their position as external customers. In this context, they became the main customers of the service.

Students represent a part of decision-making body of the university. Without an appropriate institutional culture, a clearly defining of expectations and requirements towards the university, they (students) become passive participants in university life [2,4]. Institutional bodies for quality assurance contribute to the training of students regarding the means of expectations expressing, as well as the relationship with teachers and university administration. The information related to customer satisfaction is represented as income / outcome data which must be included, by the university, in its monitoring and measurement process. Thus, it must be established a system for obtaining information and data, for analysis them as well as the performances of the own QMS; all these must be correlated with input / output data of the other processes identified in the QMS [1]. Implementation and development of quality management in the university involves the development of a new organizational culture, based on the evaluation concept. In other words, it moves from a *reporting* culture to an *evaluation* one. In such an organizational culture, students are important actors in the university life and their opinion regarding the performance of teachers is a necessary component in evaluating and improving the quality of education. Thus, the real involvement of students in the university life and the development of an institutional culture among young people are goals of quality management system [6].

For example, in USA universities, the evaluation of teachers, by students, is a common practice, for more than 2 decades. During the last hours of the course, before the final exam, students are asked to evaluate teacher's performances using a questionnaire. In the same way, teachers evaluate, on the basis of other questionnaires, the interest, reliability and the general training level of students. In the American education system, these assessments are very important due to the fact that students have the opportunity to choose courses according to the prestige and performance of the teacher, and the university is directly interested in having as many students satisfied with the quality of teaching staff. Cultural organization of the American universities is a culture of evaluation, which stimulates continuous improvement of student participation in the educational process [2].

Considering this, the evaluation of students' satisfaction, within the State University of Physical Training and Sport from Chisinau, represents one of the priorities of the internal quality management system. In the context of reforms' implementation in higher education of physical culture and sport, the results of a sociological survey ,applied for students, have a major prerogative. The survey took place in the period 2nd -12th March , 2015, and was applied to a sample of 1,480 students , from the State University of Physical Training and Sport from Chisinau, within four faculties: Sport, Pedagogy, Physical Therapy and Protection/Security.

For carrying out the sociological survey, it was formulated questions for students from Ist-IVth study years, so that it was possible to:

- formulate the strengths and weaknesses of the cours/seminars;
- reflect the degree of quality satisfaction regarding the courses organization by teachers from the State University of Physical Training and Sport from Chisinau;
- formulate and submit students' points of view.

Below is presented the questionnaire duet to which students from the State University of Physical Education and Sport have evaluated the quality of courses / seminars. The questionnaire consists of 15 questions (Table 1), which include various aspects of the courses / seminars held in the university.

Table 1. The questionnaire applied to the students SUPES

No crt.	Questions
1.	Does the teacher apply different types of seminar / course?
2.	Is the theme / topic of the seminar / course in line with the content of curriculum?
3.	Are the seminar's objectives clearly stated?
4.	Does the content of the seminar / course provide desired goals?
5.	Does the teacher use different teaching strategies?
6.	Does the teacher apply activities for improving the level of knowledge, application and integration?
7.	Does the teacher use resources of new technologies: e-mail; web page; video projector etc.?
8.	Does the teacher design, manage and monitor the individual work of the student?
9.	Does the teacher establish the correlation between courses and seminar classes, between theory and practice?
10.	Does the teacher establish clear criteria for assessing learning outcomes?
11.	Does the teacher manifest objectivity in the assessment of learning outcomes?
12.	Does the teacher respect professional ethics?
13.	Does the teacher involve, effectively, students in learning activities?
14.	Does the teacher stimulate creative and critical thinking?
15.	Give an appreciation:
	to the course
	to the seminar

In this study we will focus only on some points of the questionnaire.

Regarding the question „**Is the theme / topic of the seminar / course in line with the content of the curriculum?**” (Fig. 1), respondents gave positive answers with significant percentages, respectively 69.29% confirmed the existence of a total correspondence, 23.29% - were partially agreed with this statement, and those who do not know have accumulated a rate of 7.12%. From the answers given by students, follows that most teachers accomplish the educational activities according to the curriculum. However, these data show that students know the contents of disciplinary curriculum and their learning activity is guided by its requirements.



Figure 1. Graphical representation of responses regarding the compliance of courses / seminars with content units of the curriculum

Towards the question "**Does the teacher apply activities for improving the level of knowledge, application and integration**”? (Fig.2), most of students - 58.53% - said that the teacher applies the activities at mentioned levels. However, about 32% were partially agreed with the application of these activities, and 5.04% didn't know about these 3 levels (for various reasons: low lessons frequency, teachers do not provide learning activities on levels etc.). Some students - 4.58% - denied the application of such activities.

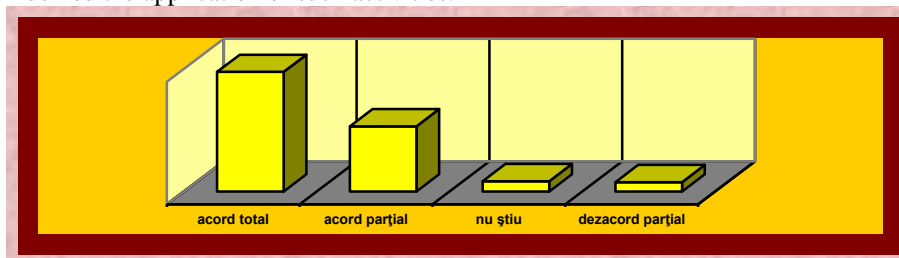


Figure 2. The graphical representation of the responses on the application by teachers of learning activities at the levels of knowledge, implementation, integration

A sensitive social issue was reached by the question "**Does the teacher respect professional ethics?**" (Figure 3). Most students gave positive answers - in percentage of 66.20% - declaring total agreement with the fact that teachers competly respect professional ethics, 23.66% - were partially agreed, and 10.14% - don't know.

Based on these results, we believe that the internal structures of quality assurance should pay more attention to the communication between teachers and students.

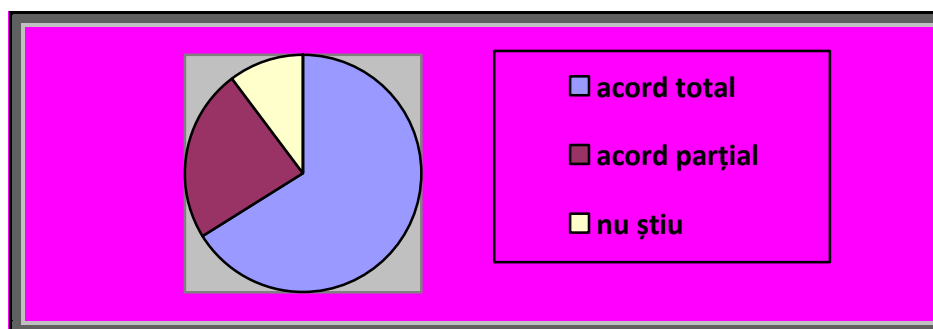


Figure 3. Graphical representation of responses regarding compliance of professional ethics by teachers

As regards to the question „**Does the teacher stimulate creative and critical thinking?**”, 59.85% of respondents expressed complete agreement with the fact that teachers stimulate creative thinking, while 27.57% - were partially agreed. A relatively large number of students - 12.58% answered to this question with *I don't know*. This shows significant gaps for teachers activity.

Regarding the question 15th, on given **appreciation on the quality of courses / seminars within the State University of Physical Training and Sports**, respondents gave the following answers: very good - 51.07%, good - 40.10%, satisfactory - 8.84%. Thus, about 90% of respondents are satisfied with the courses / seminars held in USEFS.

Based on the obtained results, strengths of the process of organizing the courses / seminars may be established, as follows:

- the subjects of seminars / courses correspond with the content of the curriculum;
- the objectives of the seminars are clearly stated;
- teachers effectively involve students in the learning activities;
- teachers use new technology resources: e-mail; Web page; projector etc.

At the same time, some weaknesses were identified in the process of courses / seminars holding:

- teachers insufficiently diversify the types of seminar / course;
- teaching activities are predominantly theoretical, based on transmission of knowledge, and not on the debate and examples of good practice;
- inadequate evaluation of student learning results;
- insufficiency of designing, management and monitoring of individual student work;
- weak correlation between courses and seminars, between theory and practice.

Students' opinions and proposals are mainly related to:

- strengthening the relationship between theory and practice;
- adapting curricular programs to the requirements of the labor market.

Conclusions and recommendations:

✓ students are internal and external customers of the university. They pay for the educational services provided by the university (in case of a learning contract), use the services of State University of Physical Training and Sports; direct the services of the university; influence the services; students are influenced by the services; foresee the services; discuss the services; refuse the services; advertise the services [5];

✓ information related to the customer satisfaction is considered as income / outcome data that the university should include in its monitoring and measurement process;

✓ institutional structures for quality assurance should contribute to the continuous training of students regarding the ways and means of expressing of their concerns and expectations, as well as the relationship with teachers and the university administration.

✓ teachers are required to improve, continuously, their skills in order to perfect their teaching activities: to use various learning and evaluation strategies, to improve the methods of communication with students, to apply various methods of lessons organization, etc.

✓ organization of studies should be done at different levels of knowledge, implementation and integration for all kinds of activities: teaching, learning, evaluation;

✓ improving, by the teacher, of the guide activity of the students' individual work: establishing the details of guiding, results of these work, evaluation criteria, etc.

✓ it is very important that the initial training to be compatible with the demands of the economic environment, as well as the development of masters and doctorate programs whose graduates will be competitive on the labor market from the country and abroad;

✓ Quality Management System (QMS), implemented within the State University of Physical Training and Sports, has the goal to increase customer satisfaction;

✓ the process of evaluation of students' satisfaction has to be generated both from the inside and the outside of the university. Thus, must be implemented the following actions:

■ identification of new sources of information regarding the requirements and expectations of customers and stakeholders;

■ development of a set of evaluation indicators of satisfaction of internal and external customer, of performance of academic institution;

■ selection, due to self-evaluation, of the factors which generate success and continuous improvement;

■ use of comparative data;

■ ensurece of information accessibility and availability, as well as of resources for obtaining and using of the data;

■ social responsibility and ethical behavior;

■ management of complaints;

■ compliance with laws and regulatory, framework etc .

References

1. Brătianu C. (2002). *Paradigmele managementului universitar*. București. 117 p.
2. Brătianu C. (2004). *Evaluarea procesului de învățământ de către părțile interesate*. În: Ghidul calității în învățământul superior. București:
3. Editura Universității, p.50-58.
4. Brătianu C., Nicolescu O. (2007). *Abordări moderne privind managementul și Strategia Universitară*. În: *Strategia Universității, metodologie și studii de caz*. București: Editura Economică. p.17- 38.
5. Isaic – Maniu A., Herțeliu C. (2007). *Studiu de caz privind evaluarea gradului de satisfacție al studenților și absolvenților Universității Economice, în urma consumării serviciilor de educație oferite de aceasta*. București: Editura Economică. 175 p.
6. Referențialul de calitate ISO 9000.
7. Voiculescu F. (2004). *Analiza resurse – nevoi și managementul strategic în învățământ*. București: Editura Aramis. p. 31, 56-62.