

## A STUDY ON SETTING UP EVALUATING CRITERIA FOR NEW PHYSICAL EDUCATION TEACHERS AT MIDDLE SCHOOL IN VIETNAM

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### ABSTRACT

Evaluating Physical Education (PE) teachers is part of the evaluation of teachers. If we do well in evaluating PE teachers, the quality of the PE teachers will be improved, thereby it improves the effectiveness of PE. However it has such an important role, in Vietnam, the PE teacher assessment has not been paid attention adequately, the evaluating of PE teachers is still in low efficiency because one of the main reasons is that there is no separate set of standards for evaluating the PE teachers in Vietnam nowadays. Through the course of studying, we will conduct an investigation and analyze the situation of PE teacher assessment in Vietnam, we will also analyze the theoretical and practical bases of the assessment of teachers in general as well as evaluating PE teachers in particular to construct the evaluating criteria for new middle school's PE teachers in Vietnam. With those evaluating criteria, we form the system of theoretical bases and develop relatively completed and systematical assessment criteria for PE teachers; with these bases, the evaluating of PE teachers in Vietnam will be done in a scientific and efficient way. It will improve the quality of physical education in Vietnam.

**Keywords:** Evaluating criteria, evaluating teachers, physical education (PE) teachers, middle school.

### INTRODUCTION

To improve the quality of education, we cannot ignore the role of teacher assessment. Teacher evaluation is an important part of educational assessment, and it is also an important tool in the education management. The effectiveness implementation of teachers evaluation will contribute as a concrete implementation the Party's policies about education development, as a practical activity to implement education reform and improve the efficiency of education management, as an important motivation to keep teacher incessantly self-learning and self-training to improve their professional developments; which will significantly contribute to improving the quality of education in schools, training the human resources to satisfy the requirements of national industrialization and modernization.

Physical education is an important part of education. The entire work of Physical Education in schools is done through physical education teachers. The quality of the teaching staff will directly impact on physical and intellectual development of pupils, impact on the training process effectiveness. Therefore, in order to improve the quality education, one of the most important tasks is constructing a high quality physical education teacher staff. In the context of Vietnam conducting comprehensive education reform, along with the improvement in physical education, physical education teachers in general and new physical education teachers have great opportunities but face with challenges. The new physical education teachers enjoy such advantages as being trained in modern educational environment, learning the new knowledge and skills, having the dynamism and enthusiasm of youth ...However,

they also have such drawbacks as lacking experience, not adapting to the new working environment, lacking the practical knowledge because the schools can't equip students with all the knowledge. Sometimes the new physical education teachers cannot fully focus on their job because of the external factors... So, it is extremely important to build a system of evaluation criteria for new physical education teachers which can help the new physical education teachers' managers and the new physical education teachers be aware of their strengths and limitations, thereby the requirements, policies and creating incentives are set for the new physical education teachers continued learning and training to develop themselves and their professional.

## LITERATURE REVIEW

By synthesizing and analyzing the research related to teacher evaluation and setting up evaluating criteria for PE teacher, it can be found that, in the teachers' evaluation index system, the authors' views are not the same. The cause of this situation lies in the different classify angle. Some scholars divide the dimension of teacher evaluation from the angle of teacher's responsibility, some scholars build a framework content of teachers evaluation from the angle of the scope of teachers' work. We believe that it's suitable to divide the dimension of teacher evaluation the content from the angle of teachers' duties and professional characteristics, but also more systematic and comprehensive. Besides, the analysis of above researches on teacher evaluation content showed that there are similar points in them including ethics, professional capacity, working capacity, working process, the work results and the ability of the career development despite of the difference of points of view.

## METHODOLOGY

### Research Objectives, Research Tasks and Scope of the Study

- (1) Research objectives: Setting up the Evaluating Criteria for new middle schools' physical education teachers in Vietnam
- (2) Research tasks:

Study on the foundations of setting up evaluating criteria for new middle schools' physical education teachers in Vietnam.

Investigating the status of evaluating physical education teachers in Vietnam

Setting up the evaluating criteria for new middle schools' physical education teachers and initially assessing the suitability of the evaluating criteria with new high schools' physical education teachers; as well as assessing the scientificness, the comprehensiveness, the effectiveness, the possibility of "The evaluating criteria for new middle schools' physical education teachers in Vietnam"

- (3) Scope of the study: The working environment of physical education teachers is quite wide, including in the universities, the colleges, the intermediate; the secondary schools, the junior high schools (in generally called middle school) and the primary schools. This paper only conducts to studying for new teachers in high schools who have teaching time from 5 years or fewer.

## Literature Method

The thesis collected the research materials from the following sources: Vietnam national library, Hue University library, Bac Ninh Sports university library, Central China Normal University library; the searching tools on the internet such as: Google, Baidu, CNKI ... From the materials collected, we proceed to read, analyze and summarize the content which related to evaluating physical education teachers to have a more knowledge about the current situation, achievements and development heading of physical education teacher evaluation domestically as well as internationally; thus forming the theoretical basis, ideas, processes and methods of setting up primary and middle schools' physical education teacher evaluation

## Expert Interviews Method

We interviewed the experts to obtain a deeper understanding of research issues, at the same time receiving the expert advice about the topic's practicability and the directions for solving research questions. Interviewed objects: Experts in Physical Education, Pedagogical experts, administrators of education, educational inspectors.

## Questionnaire Method

The thesis uses questionnaires to solve three main research questions, including:

(1) Investigate the status of evaluating work of middle schools' physical education teachers in Vietnam.

In preparation for the thesis, we interviewed school leaders (principals, assistant principals, president or vice president of the Trade Union, Head or vice head of Physical Education Department, Secretary of the school branch of youth union ) and physical education teachers at middle schools. The main survey's area is Thua Thien Hue province. In addition, we also conduct surveys in Nghe An province, Quang Binh province, Quang Tri province and Da Nang city. The number of questionnaires emitted and collected are shown in Table 1.

**Table 1: Number of questionnaires emitted and collected**

Respondents	Number emitted	%	Number collected	Percentage	Number of valuable	%	Notes
School leaders	148	100	102	68,92	<b>96</b>	94,12	
PE teachers	470	100	291	61,91	<b>236</b>	81,1	

(2) Interview experts to set up the evaluating criteria for physical education teachers at middle schools in Vietnam.

In preparation for the thesis, we use 2-time questionnaire and interview the physical education experts, the educational administrators, physical education specialists of educational institutions, the physical education teachers in the middle schools. At first, we invite 20 experts and ask them to assess the level of importance of the standards, criteria and indicators.

Basing on the synthesizing and analyzing the experts' opinion in the first interview, we adjust and supplement the evaluating criteria. Then we conduct the 2nd interview with 71 experts in order to choose the standards, criteria, indicators of the evaluating criteria and determine their importance.

(3) Interviewing experts to assess the effectiveness and the scientific features of "The evaluation criteria of new middle schools' physical education teachers in Vietnam".

After forming the evaluation criteria, we interviewed 30 experts to assess the effectiveness, the scientific, the comprehensive, the possibility...of "The evaluation criteria of new middle schools' physical education teachers in Vietnam".

### **Statistical Method**

We use Excel 2013 and SPSS 18.0 software to process and analyze the data collected during the research.

### **Rank Sum Method**

We use Rank-Sum method to determine the importance of the standards, the criteria and the indicators of the evaluating criteria.

## **RESULTS AND DISCUSSION**

### **The Status of The Evaluation Of The Middle School Physical Education Teachers In Vietnam.**

Through the process of synthesizing and analyzing the results of the interviewing 236 PE teachers and 96 management staff on the status of the evaluation in general and new PE teachers (working time of 5 years or less) in particular, one of the conclusions drawn is as follow:

Every year, evaluating PE teachers is carried out in each school. The new PE teachers in most schools are evaluated together with the other PE teachers instead of being assessed separately. Almost all schools evaluate at the end of each school year. Besides, some schools have a preliminary assessment by the end of the first semester of the school year. Most respondents agreed that the purpose of evaluating PE teachers is for the school leaders to consider emulation and reward or to perform work because this is a mandatory, so it can be said PE teachers assessment in Vietnam does not fulfill its purpose nowadays.

The survey also showed that most of the schools in Vietnam are now using "The regulation on professional standards of middle school's teachers" to evaluate PE teachers, only a few schools use "The regulation on professional standards of middle school's teachers" combined with one of their own regulations, issued by the school to assess PE teachers. For new PE teachers, 100% of the respondents have answered that there is no separate set of standards for evaluating PE teachers. So, we can see the common teacher-evaluation criteria is still currently used to evaluate Physical Education teachers in Vietnam, while Physical Education teachers' peculiar profession and the professional capacity are quite different from those of the teachers teaching other subjects, so the effectiveness of PE teachers evaluation is very low.

For the mentioned reason, most of PE teachers and Management Training Staff agreed that the standards are being applied to assess PE teachers is not suitable and they feel dissatisfied with the current standards, it needs a renovation or we need to set up the separate evaluating standards for the PE teachers in Vietnam to achieve greater efficiency.

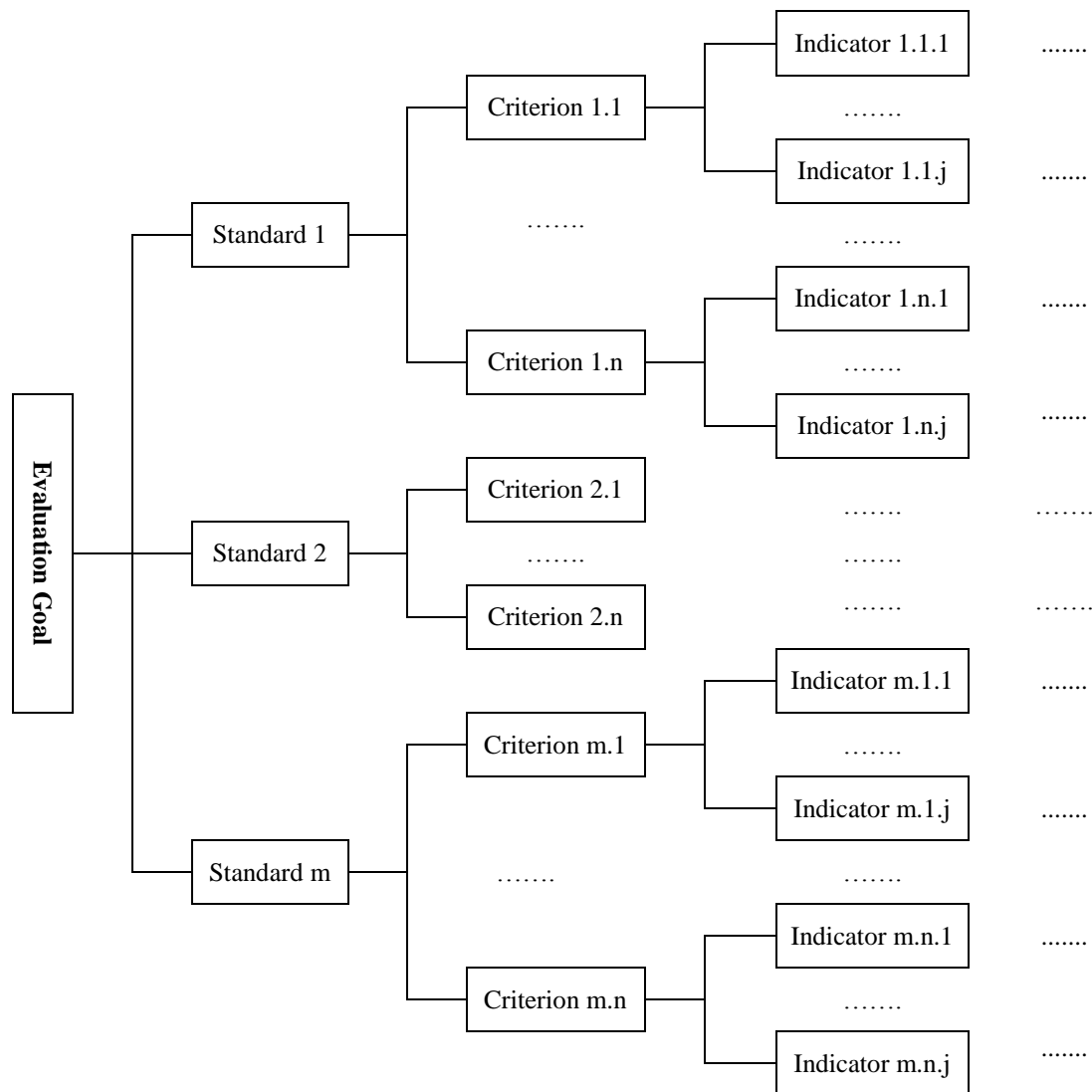
**Setting Up The Evaluating Criteria For New Middle School's PE Teachers In Vietnam**

(1) The principles of the development of evaluating criteria

Developing a set of scientific and logical evaluation criteria is the most important foundation for the evaluation of teachers to achieve high results. While constructing the evaluating criteria for PE teachers, we have to comply with the principles: science, orientation, comprehensiveness, accuracy, feasibility, and suitability with subjects evaluated.

(2) The structure of the evaluating criteria

**Figure 1: Structure of the evaluating criteria**



(3) Selecting the standards, criteria and indicators of the system of evaluating criteria for PE teachers.

To choose the standards, criteria and indicators of the system of evaluating criteria for PE teachers, we invited 71 experts to assess the importance of the standards, criteria and indicators that we had built in the level: "Extremely important" (5 points), "Very important" (4 points), "Important" (3 points), "Fairly important" (2 points) and "Not important" (1 point). Then they assessed the importance of standards, criteria and indicators by calculating the

percentage of the score achieved on the total score. We will select the standards, criteria and indicators that the experts rated the degree of importance reaching 75% or more. The standards, criteria and indicators that don't reach 75% will be removed. We particularly present them in Table 2:

**Table 2: Experts assess the importance of the evaluation criteria PE teachers (n = 71)**

Standard	The number of people chosen					Scores	Total score	%	Notes
	Extremely important (5đ)	Very important (4đ)	Important (3đ)	Fairly important (2đ)	Not important (1đ)				
The qualities and fundamentals	42	28	1	0	0	325	355	<b>91.55</b>	
Working capacity	48	20	3	0	0	329	355	<b>92.68</b>	
Working Effectiveness	39	28	3	1	0	318	355	<b>89.58</b>	
Career development possibilities	20	40	8	3	0	290	355	<b>81.69</b>	

From Table 2 we can see that experts assessed the importance of the evaluation criteria of over 75% of the total points, so all four evaluating standards are selected. Conducting similarly to the criteria and evaluating indicators, we have the evaluating criteria consisted of four standards, 19 criteria and 50 indicators (see table 3).

#### (4) Determining the weighting of evaluation criteria

To determine the weight of evaluation criteria at each level, we use Rank Sum method (the original name in Chinese is 秩和运算法 invented in 1989 by researchers Cheng Shuxiao). This method calculates the weight of the criteria based on the expert opinion of priority ranking of the criteria evaluated at the same level.

The calculation formula is as follow:  $W_i = \frac{2[(m+1)n - R_i]}{mn(m+1)}$  ( $i=1,2,3,\dots,m$ ) (Formula I)

$W_i$  is the weight of the  $i$ th criteria,  $R_i$  is the total number of the  $i$ th criteria,  $m$  is the number of criteria in the same level,  $n$  is the number of experts.

Example: To calculate the weight of the standard "The qualities and the basic elements" ( $W_1$ ), we have  $R_1 = 136$ ,  $m = 4$ ,  $n = 71$ . Applying the formula (I), we calculate  $W_1 = 0.308$ .

Similarly, we can calculate the weight of evaluating criteria at each level as follow:

**Table 3: Weights of the standards, criteria and indicators**

Weight of the Standard	Weight of the criteria	Priority weights	Weight of the indicators	Priority weights
1. The qualities and fundamentals <b>0.308</b>	1.1. Political , morality quality 0.255	<b>0.079</b>	1.1.1. Political quality 0.423	<b>0.033</b>
			1.1.2. Professional ethics 0.577	<b>0.046</b>
	1.2. Lifestyle, behavior 0.168	<b>0.052</b>	1.2.1. Lifestyle, behavior 0.54	<b>0.028</b>
			1.2.2. Dealing with students, colleagues 0.46	<b>0.024</b>
	1.3. Basic knowledge 0.21	<b>0.065</b>	1.3.1. Foreign language-Information Technology Knowledge 0.488	<b>0.032</b>
			1.3.2. General knowledge 0.512	<b>0.033</b>
	1.4. Health - mental Condition 0.166	<b>0.051</b>	1.4.1. Health condition 0.596	<b>0.03</b>
			1.4.2. Mental status 0.404	<b>0.021</b>
	1.5. Expression and	<b>0.062</b>	1.5.1. Expression ability 0.624	<b>0.039</b>

	communication ability 0.2		1.5.2. Pedagogical communication ability 0.376	<b>0.023</b>
2. Working capacity <b>0.315</b>	2.1. Teaching capacity 0.257	<b>0.081</b>	2.1.1. Develop teaching plan 0.219	<b>0.018</b>
			2.1.2. Ensuring subject knowledge 0.217	<b>0.018</b>
			2.1.3. Ensuring curriculum 0.178	<b>0.014</b>
			2.1.4. Applying the method and teaching equipment 0.172	<b>0.014</b>
			2.1.5. Developing learning environment 0.105	<b>0.009</b>
			2.1.6. Testing and assessing learning outcomes 0.109	<b>0.009</b>
	2.2. Educational capacity 0.19	<b>0.06</b>	2.2.1. The ability to learn about the educational objects and environment 0.234	<b>0.014</b>
			2.2.2. Constructing educational plans activities 0.290	<b>0.017</b>
			2.2.3. Education through courses and extracurricular activities 0.239	<b>0.014</b>
			2.2.4. Applying the principles, methods and forms of educational institutions 0.237	<b>0.014</b>
	2.3. Expertise 0.241	<b>0.076</b>	2.3.1. Knowledge of Physical Education Theory and Methods 0.366	<b>0.028</b>
			2.3.2. Knowledge of teaching methods and practice of sports 0.423	<b>0.032</b>
			2.3.3. Related knowledge to Physical education activities 0.211	<b>0.016</b>
	2.4. Extracurricular activities Capacity 0.108	<b>0.034</b>	2.4.1. Ability to organize extra-curricular sport practice 0.286	<b>0.01</b>
			2.4.2. Ability to organize sports activities 0.195	<b>0.007</b>
			2.4.3. The ability to recruit and train 0.213	<b>0.007</b>
			2.4.4. Arbitration ability 0.173	<b>0.006</b>
	2.5. Ability to practice the sport 0.126	<b>0.04</b>	2.4.5. Communist Youth Union-Young Pioneer Organization operational skills 0.132	<b>0.004</b>
			2.5.1. Ability of presenting the sport movement 0.638	0.026
	2.6. Scientific Research Capacity 0.078	<b>0.025</b>	2.5.2. Joining exercise and sport competitions 0.362	0.014
2.6.1. Scientific research knowledge 0.531			<b>0.013</b>	
			2.6.2. Attitude of participating in scientific research 0.469	<b>0.012</b>
3. Working effectiveness <b>0.243</b>	3.1. Teaching Effective 0.319	<b>0.078</b>	3.1.1. Assurance of instructional time 0.293	<b>0.023</b>
			3.1.2. Assurance of teaching content and curriculum 0.411	<b>0.032</b>
			3.1.3. Achievements 0.296	<b>0.023</b>
	3.2. Educational Effective 0.263	<b>0.064</b>	3.2.1. Understanding of students and social - involved problems 0.460	<b>0.029</b>
			3.2.2. Detecting and resolving emerging problems 0.540	<b>0.035</b>
	3.3. Extra curricular activities effectiveness 0.175	<b>0.043</b>	3.3.1. The participatory process in extracurricular activities 0.413	<b>0.018</b>
			3.3.2. Achievements 0.587	<b>0.025</b>
	3.4. Scientific research effectiveness 0.131	<b>0.032</b>	3.4.1. The participatory process in scientific research 0.54	<b>0.017</b>
			3.4.2. Achievements 0.46	<b>0.015</b>
	3.5. Participatory effectiveness in political and social activities 0.112	<b>0.027</b>	3.5.1. The participatory process in political and social activities 0.451	<b>0.012</b>
3.5.2. The effectiveness of participation in political and social activities 0.549			<b>0.015</b>	
4. Career development possibilities <b>0.134</b>	4.1. Self-evaluation and education training 0.434	<b>0.058</b>	4.1.1. Awareness of self- learning and training 0.399	<b>0.023</b>
			4.1.2. The habit of self- learning and training 0.601	<b>0.035</b>
	4.2. Learning and improving training Ability 0.322	<b>0.043</b>	4.2.1. Learning improvement 0.376	<b>0.016</b>
			4.2.2. Aiding professional skills 0.420	<b>0.018</b>
			4.2.3. Combining Teaching and Research 0.204	<b>0.009</b>

	4.3. Communicative and cooperative ability 0.244	<b>0.033</b>	4.3.1. With colleagues 0.455	<b>0.015</b>
			4.3.2. With students and parents 0.521	<b>0.017</b>

### Assessing The Scientificness, Efficiency And Relevance Of The Criteria For PE Teachers

To Assess the scientificness, efficiency and relevance of the assessment criteria for PE teachers, the following 2 steps are conducted:

(1) Interviewing experts on constructing standards

After building the evaluating criteria, the 30 experts polled for scientific evaluation, accuracy, comprehensiveness, feasibility and relevance of the standards for new PE teachers in middle school. By handling the reinterviews, experts' opinion on the assessment criteria are as follow:

**Table 4: Experts' opinion on the evaluation criteria (n = 30)**

Content of Evaluation	Evaluating degree	The number of people chosen	%	Notes
Possibility	Very high	3	10.00	
	High	14	46.67	
	Pretty high	11	36.67	
	Relatively low	2	6.67	
	Low	0	0.00	
Scientificness	Very high	2	6.67	
	High	18	60.00	
	Pretty high	8	26.67	
	Relatively low	2	6.67	
	Low	0	0.00	
Comprehensiveness	Very high	3	10	
	High	15	50	
	Pretty high	10	33.33	
	Relatively low	2	6.67	
	Low	0	0.00	
Level of efficiency	Very high	2	6.67	
	High	14	46.67	
	Pretty high	11	36.67	
	Relatively low	3	10.00	
	Low	0	0.00	
Relevance	Rất cao	7	23.33	
	Very high	19	63.33	
	High	3	10.00	
	Pretty high	1	3.33	
	Relatively low	0	0.00	

From Table 4 we can see the experts had high opinion of the evaluating criteria because there are more than 50% of the experts assessed the feasibility, scientific, comprehensive, effective level, relevant level "high" and "very high"; only 10% of the experts evaluated not at very high level and there are no experts evaluated "low".

(2) Testing The System Of Evaluating Standards In Some Middle Schools.

After soliciting comments of experts, the subject was continued by testing this system in 05 middle schools in Thua Thien Hue province to expertise the scientificness, feasibility, accuracy, comprehensiveness and relevance of the evaluating criteria



After testing, we get opinion of people evaluated and evaluating board about the advantages and disadvantages of the assessment standard. Compared with the results of the assessment by the academic year 2015-2016 for PE teachers with evaluating criteria in the "The professional standards of middle school's teachers", this assessment proved that with the use of standard the subject constructed can assess teachers in many aspects in a more clearly and more convincing way.

The new evaluating criteria the is appropriate and reflects the professional work of PE teachers, helps PE teachers discover the advantages and disadvantages that are undiscovered when judging with "The professional standards of middle school's teachers". In general, the evaluating board and people evaluated realized the standard set constructed by the subject ensures the scientificness, the accuracy, the comprehensiveness, being easy to use and suitable for evaluating new PE teachers in Vietnam.

## CONCLUSIONS

Through the result of the investigation and analysis of the current situation, we can see the effectiveness of the evaluation for PE teachers in Vietnam still low. One of the main reasons is that there is no separate set of standards for evaluating PE teachers in Vietnam. In this paper, we studied the theoretical basis, the practical basis of the PE teacher assessment as well as constructing teacher evaluation standards; We combined with the use of different research methods such as experts interview method, questionnaire method, mathematical statistics method, pedagogical experiment method to build "the evaluating criteria for new PE teachers at middle schools in Vietnam" including 4 standards, 19 criteria and 50 indicators. Through the evaluation opinions of experts and the results of the tests in assessing PE teachers in some schools we have initially confirmed the scientificness, the effectiveness of the standards, we can continue researching to supplement perfectly to apply in practice to improve the quality of assessment activities for PE teachers in Vietnam.

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