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# Exploring the needs of graduates of the bachelor's program in teacher and physical education

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**Abstract-** The significance of this study lies in its contribution to curriculum enhancement through the inclusion of graduates' perspectives and needs. By reflecting their feedback, the study supports the development of professional competencies and career success among graduates, thereby promoting the overall quality of education and informing future policy directions. The primary aim of this research is to identify the needs and expectations of graduates from the "Teacher and Physical Education" bachelor program and to propose recommendations for curriculum improvement based on the findings. The study was conducted by aligning the curriculum with the indicators set by the Mongolian Higher Education Accreditation Council (MIUZ), the satisfaction survey indicators approved by the Rector's Order No. A/321 of the Mongolian National University of Education (MNUE) dated November 22, 2023, and the international teacher education standards developed by SHAPE America and EUPEA for physical education programs. A four-phase research design was employed to examine the graduates' needs and expectations. In the first phase, a total of 84 graduates from the academic years 2020–2024 participated, of whom 56% were male and 44% were female. The internal consistency reliability of 79 variables across nine questionnaire items was tested using Cronbach's alpha, yielding a value of 0.971, indicating excellent reliability. Data analysis was conducted using SPSS version 26. Both quantitative and qualitative approaches were integrated through a mixed-methods research design. Descriptive statistics, t-tests, ANOVA, correlation, internal consistency, factor analysis, and cluster analysis were applied to examine the collected data. The findings indicate that the "Teacher and Physical Education" bachelor program effectively equips graduates with competencies required by the labor market. Furthermore, graduates' knowledge, skills, and attitudes demonstrated strong correlations with academic knowledge formation (r = .667) and curriculum alignment (r = .544). These results confirm that the bachelor program in physical education education has a comprehensive and positive impact on graduates' knowledge, skills, and professional development, establishing a statistically significant relationship between educational quality and student growth.

**Keywords:** Stakeholders, Physical education teacher, Needs assessment, Curriculum

## 1.INTRODUCTION

One of the major reforms implemented in Mongolia's higher education sector began in 1998, when universities introduced a new educational concept that measured learning content in credit hours and emphasized learner-centered, outcome-based education. Since then, Mongolia has systematically developed its higher education quality assurance framework—initiating institutional accreditation in 1998, program accreditation in 2004, and pre-accreditation for academic programs in 2017 [1]. Although these curriculum reforms were introduced in a relatively short period, issues concerning the stability, coherence, and integration of the education system have continued to be discussed. Underlying these reforms is the broader goal of supporting

students' holistic development—cultivating independent, creative, and healthy citizens. Within this context, the role and significance of physical education have been increasing. Physical education not only contributes to students' physical fitness but also plays a critical role in shaping healthy lifestyle habits, developing motor culture, and fostering social interaction competencies. Consequently, it has become essential to review and improve physical education curricula to ensure that they align with the evolving educational structure and societal needs. The structural reforms implemented in two phases within Mongolia's education system have necessitated the revision and re-evaluation of academic programs, including those in teacher and physical education, to ensure their continued relevance and effectiveness.

Physical education in Mongolia is one of the key curricular components designed to foster students' physical development, motor activity, and foundational health competencies. The knowledge and professional skills of teachers who deliver this program have a direct impact on the quality and effectiveness of the curriculum. However, under current conditions, it is crucial to determine how well the Bachelor's program in Teacher and Physical Education aligns with the demands of the labor market and the real needs of stakeholders. Important questions arise: Do graduates of this program possess adequate professional competence, pedagogical methodology, and soft skills? What are the expectations and evaluations of employers, school administrators, graduates, and related institutions regarding the program's outcomes? [2].

Furthermore, curriculum development should not rely solely on policymakers and administrators but must be grounded in the perspectives, attitudes, and needs of all stakeholders—including the teachers who implement the program, the students who receive it, and the employers and school leaders who assess its outcomes. Therefore, a comprehensive study of stakeholders' demands and needs is essential to inform future educational policies and curriculum reforms, thereby enhancing the overall quality of education and ensuring that the program remains responsive to social and professional realities.

Since the 2024–2025 academic year, the Government of Mongolia has issued Resolution No. 103, which provides full (100%) state scholarships for students majoring in teaching professions, as well as for the children of teachers and educational staff pursuing studies in priority and high-demand specializations. This policy initiative has further highlighted the necessity of examining the needs and demands of stakeholders involved in teacher education programs [3]. In the context of undergraduate education, the needs and demands of program stakeholders refer to the expectations, requirements, interests, and contextual conditions of individuals and institutions that are directly or indirectly associated with, or influenced by, the program [4].

According to Stakeholder Theory, all parties affected by or influencing a given policy or program should have their needs and interests considered in decision-making. Based on this theoretical framework, the effectiveness of an academic program depends on the extent to which it meets the needs of teachers, engages students' interests, and receives support from employers and educational administrators [5]. This theoretical perspective underscores the importance of continuous stakeholder analysis in ensuring that curriculum design and implementation remain relevant, participatory, and outcome-oriented within Mongolia's evolving educational landscape.

Since 2014, Mongolia's higher education system has shifted from a standards-based approach to a curriculum-based framework, wherein educational institutions define the competencies to be achieved by graduates and specify course content according to learning outcomes. Universities and colleges have since been required to design, approve, and implement their programs in accordance with these common national standards. This transition has not only redefined the processes of curriculum development and implementation but also transformed the mechanisms for assessing, improving, and assuring the quality of education. However, the reform has faced challenges due to the lack of systematic capacity-building activities for university instructors, administrators, and other stakeholders. As a result, the implementation of the new framework has varied considerably among institutions, leading to inconsistent progress and delayed outcomes. Therefore, in order to ensure the quality of higher education, it is essential to conduct in-depth research on the process and outcomes of curriculum reform, to verify achievements, identify shortcomings, and promote evidence-based improvements [5].

## 2. THEORETICAL FRAMEWORK

From the most primitive to the most technologically advanced societies, teachers play a crucial role in the development of future members of the community. It is somewhat accurate since instructors are the main contributors to the instructional activities taking place in classrooms that influence students' achievement. Teachers must employ their academic concepts and pedagogical expertise to accomplish this. The pedagogical knowledge of the instructor is essential for successful instruction and learning. Therefore, future education will be of high quality. The quality of a school to a great extent is determined by the quality of the teaching staff of that school. Santiago and Benavides (2019) argue that teachers are the most crucial resource in schools and play a vital role in raising education standards. Their study emphasizes the significance of teachers in the educational system and highlights the influence they have on student outcomes and overall school performance. According to Santiago and Benavides, teachers are central to improving education standards because they are directly involved in delivering instruction, guiding students' learning, and shaping their academic and personal development. [6]

The future of human resource management education in higher education institutions in the 21st century is closely related to trends in the field of human resource management. In this regard, the issues of restructuring personnel work have acquired particular acuteness. The problems of increasing labor efficiency and the better use of expensive and scarce human resources are priorities. They have become key to the survival and adaptation of enterprises to new economic situations. Based on this, the future of human resource management education in higher education institutions in the 21st century is closely related to the development of modern trends in human resource management, the development of the concept of corporate culture, training in internationalization, and the study of the principles of motivation and digitalization. Now, one can observe the formation of a new era in the development of mankind, caused by the rapid development of technology, demographics, and geopolitical changes. Changes occur at an incredible speed in all areas of life and affect everyone.[6] In the ever-changing landscape of education, the integration of innovative learning strategies such as the usage of technology and continuous development of teachers' pedagogical and content knowledge are imperative. From the most primitive to the most technologically advanced societies, teachers play a crucial role in the development of future members of the community. It is somewhat accurate since instructors are the main contributors to the instructional activities taking place in classrooms that influence students' achievement. Physical education instructors must assess a number of elements, such as their leadership style, the students they instruct, the school's curriculum, their instructional strategies, and the procedures for evaluation, in order to determine their level of professional competency. Since competence is a prerequisite for the profession, it should be expected and evaluated as such [7]

Physical education instructors must assess a number of elements, such as their leadership style, the students they instruct, the school's curriculum, their instructional strategies, and the procedures for evaluation, in order to determine their level of professional competency. Since competence is a prerequisite for the profession, it should be expected and evaluated as such. Core competences in education are understood to be a combination of practical knowledge that includes, among other things, curriculum, learning styles, technological use, emotional engagement, and student organization. Content knowledge, pedagogical content knowledge, curriculum knowledge, learner knowledge, educational objectives, and general pedagogical knowledge are among the many categories of knowledge that Shulman (2017) defines as essential for educators. In their argument, Zabala and Arnau (2014) expand the definition of competencies to include assessment, learning organization, active student participation, ICT use, intercultural communication, and emotion management for professional development.[8]

Furthermore, TPACK exemplifies the significant understanding required by educators to employ the potential of technology effectively and efficiently in creating an environment that is conducive to learning and in providing learning opportunities that will aid in the achievement of

pedagogical goals, while addressing the specific demands of the content being taught. Studies conducted in other disciplines provide significant findings on the importance of developing teachers' TPACK skills. In science instruction, for instance, Muhaimin et al. (2019) suggested that to establish self-efficacy among science teachers in technology integration, initial or basic technology skills and pedagogy must be given prime importance. This signifies that continuing professional development programs allow science teachers to grow in their TPACK (Chatmaneerungcharoen, 2019), which could lead to better students' academic performance. In their recent study, Akturk and Ozturk (2019) discussed that a teacher with a high self-efficacy for TPACK can successfully utilize the most appropriate strategies and technology in teaching a course for the improvement of students' achievement to a particular course. [9]

Within the framework of this study, we examined several international undergraduate programs in physical education teacher training. For instance, the University of Florida (United States) offers a Bachelor's program in Physical Education that emphasizes collaboration between sports science and physical education, the enhancement of educational programs, and the expansion of students' practical experiences. The curriculum also addresses the need to broaden the scope of training through areas such as sports management and health education, thereby promoting a more integrated professional preparation [13]. Similarly, the University of Queensland (Australia) structures its Physical Education Teacher Education program around public health issues, focusing on how sports programs can be integrated with community health initiatives. The program encourages active student participation in research and activities related to sports engagement and the promotion of healthy lifestyles [14]. At the German Sport University Cologne (Germany), the Bachelor's program in Physical Education emphasizes sports science and technological applications, aiming to develop students' research competencies and strengthen their ability to advance sports education at an international level. The curriculum also focuses on innovation in sports program development and the application of modern technologies in physical education [15]. The University of Tsukuba (Japan), one of Asia's leading institutions in physical education, integrates both traditional and contemporary approaches to sport, exploring how physical education can be connected to social and public health issues. The program places significant emphasis on student participation in health and sports activity research and on linking physical education curricula with community-based health programs [16].

From the analysis of the aforementioned international programs, it can be observed that each country emphasizes distinct priorities within its Bachelor's program in Physical Education Teacher Education. Universities in the United States focus more strongly on sports science, management, and practical experience, whereas the University of Queensland (Australia) places significant emphasis on research related to public health issues. The German Sport University Cologne (Germany) concentrates on sports technology and research-oriented competencies, while the University of Tsukuba (Japan) integrates traditional and modern pedagogical approaches. These variations suggest that research on the needs and demands of physical education teacher training programs differs across nations depending on each country's educational policies, societal needs, and level of sports development. Accordingly, the present study aims to identify the needs and expectations of graduates, as one of the key stakeholders of the Bachelor's Program in Teacher and Physical Education, and to develop recommendations for improving the curriculum based on the research findings.

## 3. METHODOLOGY

Participants of the study were graduates from 2020 to 2024, selected through a random sampling method during official competitions. Among the 84 graduates who responded to the survey, the internal consistency reliability of 79 variables—excluding multiple-choice items such as questions 2, 5, and 9—was tested using Cronbach's alpha coefficient, which indicated excellent reliability.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .971 | 79 |

This study aimed to identify the needs and demands of graduates, one of the key stakeholders of the Bachelor's Program in Teacher and Physical Education, based on the criteria of the Mongolian National Council for Education Accreditation (MNCEA), the graduate satisfaction indicators approved by the Order No. A/321 of the Rector of the Mongolian National University of Education (November 22, 2023), and the standards of SHAPE America and the European Physical Education Association (EUPEA), which are recognized organizations for establishing professional standards in physical education. A mixed-methods research design—combining both quantitative and qualitative approaches—was employed. Data were collected through a structured questionnaire survey, and analyzed using various statistical techniques, including descriptive statistics, t-tests, ANOVA, correlation analysis, internal consistency testing, factor analysis, and cluster analysis. These analytical methods were applied to ensure the reliability, validity, and depth of the findings.

## 4. RESULTS

4.1 Survey and Variables

Table 1. Please rate the professional course areas of the "Teacher and Physical Education" bachelor program on a scale of 1 to 5?

| *Report* | | | |
|---|---|---|---|
| | Mean | N | Std. Deviation |
| Information and Communication Technology, Human Anatomy, Sports Physiology, and Health Physiology. | 3.89 | 83 | 1.179 |
| Teaching Methodology in Physical Education | 4.14 | 84 | 1.031 |
| Theory and Methodology of Sports Disciplines | 4.15 | 84 | 1.000 |
| Sport Psychology | 3.70 | 82 | 1.096 |
| Physical Education and Sports Management | 3.75 | 81 | 1.055 |
| Theory and Methodology of Sports Coaching | 4.07 | 82 | 1.040 |
| Therapeutic Physical Education and Massage Therapy | 3.93 | 84 | 1.027 |
| Sports Performance Enhancement Course | 4.11 | 81 | 1.037 |
| Preschool Physical Education Methodology | 3.79 | 84 | 1.162 |
| National Sports, Physical Education, and History of Sport | 3.90 | 82 | 1.073 |
| Professional Teaching Practicum | 4.25 | 84 | .955 |

According to the graph, graduates rated the professional course areas of the Bachelor's Program in Teacher and Physical Education between 3.70 (lowest) and 4.29 (highest) on the evaluation scale. These results indicate that the professional course areas of the bachelor's program are considered appropriate and well-aligned with the program's objectives and learning outcomes.

Table 2. Please indicate the courses that you consider should be removed from the program.

| | | Responses | |
|---|---|---|---|
| | | N | Percent |
| $Question2[a] | Information and Communication Technology, Human Anatomy, Sports Physiology, and Health Physiology. | 8 | 22.2% |
| | Teaching Methodology in Physical Education | 3 | 8.3% |
| | Sport Psychology | 2 | 5.6% |
| | Physical Education and Sports Management | 4 | 11.1% |
| | Theory and Methodology of Sports Coaching | 2 | 5.6% |
| | Sports Performance Enhancement Course | 4 | 11.1% |
| | Preschool Physical Education Methodology | 8 | 22.2% |
| | National Sports, Physical Education, and History of Sport | 3 | 8.3% |
| | Professional Teaching Practicum | 1 | 2.8% |
| | Other | 1 | 2.8% |
| Total | | 36 | 100.0% |

According to the survey results, 48 respondents (57%) indicated that there was no need to remove any courses from the Bachelor's Program in Teacher and Physical Education. In contrast, 36 graduates (43%) suggested the removal of 13 courses from the curriculum. Among these, the highest proportion of respondents (22.2%) identified the courses "Human Anatomy, Sports Physiology, and Health Physiology" as candidates for removal, while another 22.2% mentioned the course "Preschool Physical Education Methodology." Conversely, only a small percentage of participants (2.8%) proposed the removal of "Professional Internships." These findings indicate that students expressed relatively low intention to remove core theoretical and methodological courses, suggesting that such courses are perceived as necessary and important components of the curriculum, contributing meaningfully to the professional preparation of graduates.

Table 3. Please evaluate the knowledge, skills, and attitudes of students in the "Teacher and Physical Education" bachelor program?

3.1 Please evaluate the individual's knowledge, skills, and attitudes?

| Personal Knowledge, Skills, and Attitudes | Mean | N | Std. Deviation |
|---|---|---|---|
| Self-awareness, personal development, understanding and respecting others, active listening, and teamwork | 3.77 | 83 | .967 |
| Use of information and communication technology, culture, and ethics | 3.51 | 83 | .967 |
| Analyze problems scientifically, draw conclusions, and develop optimal solutions | 3.64 | 84 | .952 |
| Take pride in national history, culture, and traditions | 3.83 | 82 | .914 |
| Read, comprehend, communicate, and apply information in a foreign language | 3.40 | 82 | 1.164 |
| Demonstrate responsibility for environmental protection | 3.70 | 81 | 1.054 |

Based on the evaluation of students' personal knowledge, skills, and attitudes in the Bachelor's Program of Teacher and Physical Education, which were assessed on a five-point scale (1–5), the indicator "Take pride in national history, culture, and traditions" received the highest average score of 3.83. This result suggests that students demonstrate a relatively strong sense of patriotism and national identity. In contrast, lower scores were observed for foreign language proficiency (3.40) and information technology literacy (3.51), indicating that these competencies require further development and instructional reinforcement within the curriculum.

3.2 Please evaluate the knowledge, skills, and dispositions related to teacher education?

| | Mean | N | Std. Deviation |
|---|---|---|---|
| Enhance the learning process by adapting to students' psychological characteristics and learning styles | 3.79 | 84 | .958 |
| Respect laws, regulations, and rules, and demonstrate honesty and responsibility in work | 3.80 | 83 | .960 |
| Understand and apply the psychological characteristics, requirements, and principles of the teaching profession | 3.82 | 84 | .946 |
| Implement educational policies, standards, and curricula to improve the quality of teaching and learning | 3.94 | 84 | .812 |
| Foster students' development based on their interests, abilities, prior knowledge, skills, and experiences | 3.91 | 82 | .905 |
| Evaluate and improve teaching based on educational goals, principles, and evidence | 4.22 | 83 | 3.531 |
| Effectively use teaching and learning methods to create a positive and supportive learning environment | 3.92 | 84 | .996 |
| Assess and improve changes in learners' development and performance | 3.80 | 83 | 1.102 |

According to the results, the highest mean score (M = 4.22) was observed for the indicator "Evaluate and improve teaching based on educational goals, principles, and evidence," suggesting that students demonstrate the strongest knowledge, skills, and attitudes in this area. The standard deviation (SD = 3.531) indicates noticeable variation among respondents' evaluations. In contrast, the indicators "Enhance the learning process by adapting to students' psychological characteristics and learning styles" and "Assess and improve changes in learners' development and performance" received relatively lower scores. This suggests that students still need to further develop their ability to recognize learners' psychological traits and to design instruction suited to individual differences, in order to improve the overall effectiveness of the learning process

3.3 Please evaluate the academic knowledge, skills, and dispositions.

| | Mean | N | Std. Deviation |
|---|---|---|---|
| Study and analyze the origin, development, and trends of sport | 3.63 | 84 | .902 |
| Take pride in sporting achievements and uphold national heritage and traditions | 3.94 | 83 | .902 |
| Analyze, master, and develop the structural characteristics of exercises | 3.92 | 84 | .921 |
| Teach and promote health based on the principles of human body systems and physiological regularities | 3.93 | 82 | .927 |
| Develop curriculum adapted to contemporary contexts and identify and correct performance errors | 3.84 | 82 | .909 |
| Apply scientific research methodology to study learners' outcomes and develop methods for their improvement | 3.81 | 83 | .993 |
| Ensure a healthy and safe learning environment by applying first aid and rehabilitation techniques | 3.98 | 84 | .957 |
| Plan and organize physical education and sports events and serve as a referee or official | 3.95 | 82 | 1.053 |
| Collaborate with organizations, parents, and the community to promote participation in sports | 3.87 | 84 | 1.027 |
| Identify talent, plan training according to athletes' preparedness, evaluate performance, and promote development | 3.95 | 84 | .956 |
| Continuously develop oneself in accordance with social progress and societal needs | 4.10 | 84 | .873 |

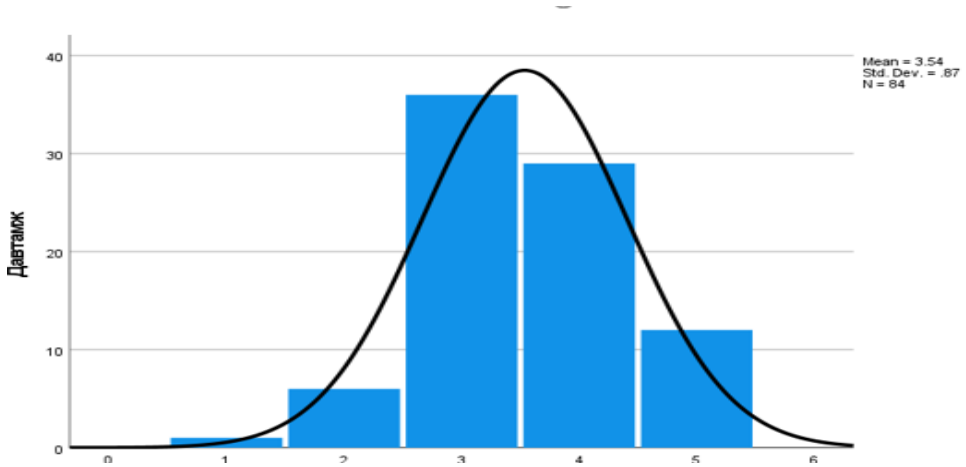
The students enrolled in the Bachelor's Program of Teacher and Physical Education evaluated their academic knowledge and skills as above average. The highest-rated indicator was "Continuously develop oneself in accordance with social progress and societal needs" with a mean score of 4.10, while the lowest-rated indicator was "Study and analyze the origin, development, and trends of sport" with a mean score of 3.63, suggesting a relatively weaker assessment in terms of theoretical knowledge. These findings indicate that students have developed strong practical skills and applied knowledge, but require further enhancement in theoretical and research-oriented competencies. Tables 2–4 present the mean scores and standard deviations of students' knowledge, skills, and attitudes, categorized by General Foundation Courses, Teacher Education Foundation Courses, and Academic Courses. The overall average score of 3.81 demonstrates that students perceive their learning outcomes as being at an upper-intermediate level, reflecting a generally positive self-assessment of the program's effectiveness. График 2. Сургалтын арга зүйг ач холбогдлоор үнэлсэн байдал

**Table 4:** Please evaluate the methodological significance of post-training activities on a scale of 1 to 5**?**

| | Mean | N | Std. Deviation |
|---|---|---|---|
| Explanatory Lecture | 3.88 | 84 | .987 |
| Interactive (Discussion) Method | 3.99 | 83 | .981 |
| Demonstration Method | 4.00 | 84 | .969 |
| Reflection-Based Teaching | 3.81 | 84 | .963 |
| Analytical Method | 3.96 | 83 | .993 |
| Collaborative Learning Method | 4.17 | 83 | .922 |
| Note-Taking Method | 3.86 | 83 | 1.072 |
| Physical Demonstration Method | 4.25 | 84 | .943 |
| Game-Based Learning Method | 4.21 | 82 | .965 |
| Method of Using Professional Tools and Equipment | 4.18 | 84 | .907 |
| Circuit Training Method | 3.98 | 83 | 1.000 |
| Repetitive Practice Method | 4.25 | 84 | .903 |

The significance of teaching methodology was evaluated at a moderate level, ranging between 3.5 and 4.2 points. The highest-rated methods were the use of professional tools and equipment and the game-based learning method (M = 4.2), indicating that students highly value practical and engaging approaches. In contrast, lower-rated methods included analytical, reflective, and explanatory lecture methods, which received comparatively modest evaluations. These results suggest that, depending on their professional orientation, participants tend to place greater importance on active, practice-oriented teaching methods that promote involvement and experiential learning.

**Table 5: Please evaluate the current assessment system on a scale of 1 to 5?**



The average score for students' attitudes toward the student assessment system was 3.54 (SD = 0.87, N = 84), indicating a perception slightly above the moderate level. Most respondents rated between 3 and 4 points, suggesting that neutral to positive attitudes toward the assessment system were predominant. However, only a few participants gave the highest score (5 points), implying that a small group of students were not fully satisfied with the current assessment system. Likewise, a limited number of respondents rated 1–2 points, indicating the presence of some negative perceptions. Overall, these findings suggest that students generally hold moderately positive attitudes toward the assessment system, while certain aspects of the evaluation process still require improvement to ensure greater satisfaction and fairness.

Table 6: Please rate the significance of the following assessment methods in the "Teacher and Physical Education" bachelor program on a scale of 1 to 5?

| *Report* | | | |
|---|---|---|---|
| | Mean | N | Std. Deviation |
| Assessment through Written Tests | 3.69 | 83 | .910 |
| Oral Interview Form | 3.84 | 83 | 1.006 |
| Assignment-Based Assessment | 4.11 | 84 | .792 |
| Organizational and Implementation Skills | 4.08 | 83 | .829 |
| Practical Skills Indicator | 4.56 | 81 | 3.209 |
| Teamwork and Project Implementation Skills | 4.04 | 84 | .963 |
| Research Project | 3.99 | 84 | .976 |
| Practicum Report | 4.08 | 84 | .996 |
| Collaboration and Communication Skills | 4.19 | 84 | .898 |
| Self-Evaluation and Reflection Skills | 3.87 | 84 | 1.050 |
| Technical Skills in Sports Disciplines | 4.13 | 84 | .889 |
| Ability to Fulfill Performance Standards | 4.00 | 84 | .905 |
| Performance-Based Assessment | 4.13 | 84 | .941 |

The assessment forms included in the Bachelor's Program of Teacher and Physical Education were evaluated with average scores ranging from 3.8 to 4.3. The highest-rated assessment forms were those requiring active student engagement, such as organizational ability, practical skills, and teamwork and project implementation skills. In contrast, lower-rated forms included more traditional assessment methods, such as written examinations, oral interviews, and ability to fulfill performance standards. These results indicate that participants tend to favor modern, activity-based, and creative assessment approaches over conventional testing formats.

Table 7: Please evaluate the quality and relevance of the "Teacher and Physical Education" bachelor program on a scale of 1 to 5?

| *Report* | | | |
|---|---|---|---|
| | Mean | N | Std. Deviation |
| How effective was the program in preparing you for employment? | 3.67 | 84 | .998 |
| Balance and Integration between Theoretical and Practical Courses | 3.86 | 84 | .971 |
| To what extent did the program equip you with the knowledge and skills needed for employment? | 3.82 | 84 | .920 |
| Does the program align with modern trends in sports development? | 3.74 | 84 | .971 |
| How effective do you consider the program's teaching methods and use of technology? | 3.80 | 84 | .967 |
| Program's Orientation Toward Problem-Solving in the Workplace | 3.86 | 84 | .933 |

The evaluation of the quality and relevance of the Bachelor's Program in Teacher and Physical Education ranged between 3.8 and 4.0 on the average scale. This indicates that the program generally meets quality standards and effectively provides graduates with the knowledge, skills, and attitudes necessary for employment. Overall, the findings suggest that the curriculum is well-aligned with professional requirements, ensuring that graduates are adequately prepared for the labor market and capable of applying their competencies in real-world teaching and sports contexts.

Table 8. What types of challenges and difficulties do you most frequently encounter in your workplace?

| | | Responses | |
|---|---|---|---|
| | | N | Percent |
| | Insufficient Practical Skills and Job-Related Knowledge | 9 | 7.8% |
| | Limited Access to Training in New Sports Technologies and Methods | 23 | 19.8% |
| | Mismatch Between Sports Policies, Programs, and Real-World Needs | 12 | 10.3% |
| | Lack of Communication and Support from Other Teachers and Administrative Bodies | 16 | 13.8% |
| | Low Student Motivation and Interest in Physical Education Classes | 20 | 17.2% |
| | Insufficient Professional Development and Support for Teachers | 11 | 9.5% |
| | Injury Prevention Knowledge and Skills | 25 | 21.6% |
| Total | | 116 | 100.0% |

The frequency of workplace challenges reported by graduates varied considerably and can be categorized as follows: Most frequent challenges: A lack of knowledge and practices related to injury prevention (21.6%), limited access to training in sports technologies and methodological innovations (19.8%), and insufficient student-centered instruction and professional development (17.2%) were identified as the most common difficulties faced by graduates. Moderate challenges: Inadequate collaboration with teachers from other schools (13.8%), low engagement with community organizations (10.3%), and insufficient professional development and support for teachers (9.5%) were reported as moderate challenges affecting the effectiveness of physical education teaching. Least frequent challenge: Insufficient practical skills and job-related knowledge (7.8%) was the least frequently reported issue. Although relatively minor compared to other challenges, it still requires continuous attention and improvement to enhance workplace readiness among graduates.

Table 9: What knowledge and skills are most essential in your job? Please rate them on a scale of 1 to 5?

| *Report* | | | |
|---|---|---|---|
| | Mean | N | Std. Deviation |
| Ability to Organize Lessons and Develop Teaching Plans and Methods | 3.93 | 84 | .941 |
| Sports Event Organization and Management | 4.05 | 84 | .820 |
| Strategies to Actively Engage Students in Learning | 4.07 | 84 | .833 |
| Knowledge of Sports Physiology, Psychology, and Science | 4.04 | 84 | .842 |
| Practical Skills | 4.19 | 83 | .862 |
| Prevention of Sports Injuries | 4.06 | 84 | .883 |
| Teaching Methodology | 4.19 | 84 | .843 |
| Communication with learners with special needs | 4.06 | 83 | 1.040 |
| Personal Development and Self-Improvement | 4.17 | 84 | .967 |
| Interpersonal and Communication Skills (Soft Skills) | 3.93 | 82 | 1.003 |
| Integration of Traditional Teaching Methods with Artificial Intelligence | 4.10 | 84 | 1.037 |

The mean scores of all indicators ranged between 3.93 and 4.19, indicating that teachers are required to possess a high level of knowledge and skills across all professional domains. This finding demonstrates that the teaching profession demands strong competencies not only in practical and theoretical aspects but also in communication, innovation, and pedagogical adaptability. Therefore, it is essential that the curriculum content be further enriched and diversified in these

key areas, enabling a gradual and systematic enhancement of professional competencies among students and graduates in the Bachelor's Program of Teacher and Physical Education.

Table 10: **Correlation Between Variables**

| *Correlations* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pearson Correlation | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Major Professional Disciplines of the Program | 1 | | | | | | | |
| Personal Knowledge, Skills, and Attitudes | .526 | 1 | | | | | | |
| Teacher Education Knowledge, Skills, and Dispositions | .487 | .549 | 1 | | | | | |
| Academic Knowledge, Skills, and Dispositions | .628 | .667 | .754 | 1 | | | | |
| Post-Training Methodological Importance | .699 | .544 | .575 | .715 | 1 | | | |
| Forms of Assessment in the Bachelor's Program of Teacher and Physical Education | .517 | .557 | .502 | .587 | .651 | 1 | | |
| Program Quality and Stakeholder Needs in the Bachelor's Program of Teacher and Physical Education | .555 | .654 | .506 | .702 | .733 | .647 | 1 | |
| Most Essential Skills and Knowledge | .561 | .575 | .587 | .614 | .712 | .641 | .688 | 1 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | |

According to the results of the study, the Bachelor's Program in Teacher and Physical Education demonstrated a positive and statistically significant correlation between the students' knowledge, skills, and dispositions ($r = 0.487–0.754$, $p < 0.01$). This indicates that the implementation of the program has been highly effective in equipping graduates with the essential knowledge and competencies required for professional practice in the field of physical education.

## 5. CONCLUSION

First, A total of 84 graduates from the School of Physical Education at the Mongolian National University of Education (MNUE) who completed their studies between 1998 and 2024 participated in the study. The internal consistency of the questionnaire was confirmed as reliable through the Cronbach's alpha coefficient, and data analysis was conducted using SPSS version 26. The results revealed a statistically significant positive correlation among all variables related to graduates' needs and expectations ($r = .487–.754$, $p < 0.01$).

Second, Based on the survey responses of graduates—one of the key stakeholders of the Bachelor's Program in Teacher and Physical Education—the program has generally achieved a satisfactory level of quality across multiple dimensions, including professional orientation, teaching methodology, course content, learning materials, practical training, and research activities. The overall mean score ranged between 3.8 and 4.2, indicating that the program's quality and relevance meet the required standards and effectively support the professional preparedness of graduates. However, several areas for further improvement have been identified:

- Enhance curriculum balance and refine the content of certain professional and academic subjects, ensuring greater alignment between theoretical and practical components.
- Expand opportunities to integrate research activities with practical application, enabling students to link scientific knowledge to real-world educational practice.
- Improve teaching resources, technical facilities, and learning environments to support effective instruction and student engagement.

- Develop teamwork, collaboration, and project implementation skills that reflect professional workplace demands.
- Strengthen graduates' ability to apply their knowledge, skills, and attitudes in real employment contexts, promoting competence and professional growth.

The results of the study revealed that the most common challenges faced in the workplace include insufficient knowledge of injury prevention, limited ability to apply sports technology and methodological innovations, and a lack of teaching strategies tailored to learners' individual characteristics. Overall, while the Bachelor's Program in Teacher and Physical Education demonstrates strong professional orientation and meets general academic requirements, further improvement is needed in areas such as the integration of theory and practice, enhancement of teaching resources, strengthening of collaboration and teamwork, and ensuring the long-term sustainability of teaching quality.

### 5.1 **RESEARCH LIMITATIONS AND DIRECTIONS FOR FUTURE STUDIES**

This study included graduates of the "Teacher and Physical Education" bachelor program from 2020 to 2024. Therefore, the findings are limited by the inability to compare the indicators with those of graduates who completed the program before 2020. For future research, it is recommended to expand the scope of the study to include graduates working in urban areas categorized by district, as well as those employed in rural regions grouped by geographical zones. Conducting such a nationwide study would provide a more comprehensive understanding of the program's effectiveness and graduates' professional outcomes across different contexts.

### 5.2 RECOMMENDATIONS

Based on the findings of the study, the bachelor program in Physical Education has a strong impact on students' knowledge, skills, and dispositions. Therefore, the following **recommendations are proposed:**

- Institutionalize impact evaluation: Regularly assess the implementation of the program by aligning it with graduates' learning outcomes and continuously update its developmental directions.
- Program content and planning: Update the curriculum to align with contemporary developments in sports and the emerging theoretical trends in teaching and learning. Strengthen the coherence between theory and practice to ensure that students are able to apply academic concepts effectively in professional settings.
- Align the curriculum with labor market demands:Since the study revealed a strong correlation between job-required competencies and program outcomes, it is essential to closely align curriculum planning with the evolving needs of the labor market and professional standards.

**Teaching methodology:**

- Promote the use of student-centered teaching methods such as team-based learning, project implementation, case studies, and game-based approaches to enhance active student engagement.
- Develop flexible teaching methodologies tailored to students' individual characteristics, and enhance teachers' interpersonal communication and instructional skills..
- Foster active student participation: Since students' personal knowledge, skills, and attitudes are highly correlated with academic and curricular development, it is recommended to further expand learner-centered methodologies that encourage active participation and experiential learning.

**Learning environment and educational resources:**

- Upgrade sports technology and teaching equipment: Modernize sports technologies, teaching tools, and educational facilities to provide students with access to up-to-date training environments and enhance the quality of instruction
- Organize regular training programs aimed at developing research methodology and scientific work competencies.

**Student development and independent learning skills:**

- Enhance opportunities for independent learning and research: Expand opportunities for students to engage in self-directed learning and independent research activities that strengthen their critical thinking and problem-solving abilities.
- Promote research methodology and scientific inquiry skills: Organize regular training sessions and seminars on research methods and scientific writing to build students' capacity for academic research and evidence-based practice.

**JOB-RELEVANT PROFESSIONAL SKILLS:**

- Strengthen knowledge of injury prevention and safety practices: Reinforce students' understanding of injury prevention techniques and occupational safety standards to ensure secure and effective physical education environments.
- Increase training in the use of sports technologies: Expand training opportunities for students to master the application of modern sports technologies and digital tools that enhance teaching and performance analysis.
- Continuously update the curriculum content and teaching methodology in alignment with the employment needs of graduates.

There is a need to revise the program content in alignment with labor market demands, expand student-centered teaching methodologies that promote active engagement, and institutionalize regular impact evaluation.

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