



**SOLUTIONS OF TEACHING AND LEARNING
PHYSICAL EDUCATION AT HO CHI MINH CITY
COLLEGE OF ECONOMICS, VIETNAM**

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Abstract:

Physical education is one of the compulsory courses at Ho Chi Minh City College of Economics. However, students have been observed to be less engaged in physical activities. Therefore, this study aims to investigate the solutions of teaching and learning physical education at this institution. In particular, fifteen solutions are proposed to enhance the quality of teaching and learning physical education.

Keywords: solutions, quality, teaching and learning, physical education

1. Introduction

In recent years, due to the development of technology, many universities and colleges in Vietnam have constantly reformed and developed in their facilities as well as curriculum. There have been many late teaching methodologies have been applied in various institutions. To meet the requirements of the development, Ho Chi Minh City College of Economics has also carried out some changes in its training process. Although physical education is usually considered as a secondary subject, the college rector board has required the department of physical education to improve its teaching and learning quality. However, in reality, it is very hard for the teaching staff to improve their teaching quality due to the poor facilities and the increase in number of students in recent years.

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Hence, it is imperative for the researchers to conduct a study exploring the causes, opportunities and challenges of physical education and proposing possible solutions to enhance the quality of teaching and learning physical education.

2. Methods

The data of the study were collected through a questionnaire to students at Ho Chi Minh City College of Economics. The questionnaire aims at finding out students' attitudes of the physical education course at this college and from which some solutions were proposed to enhance the quality of teaching and learning of physical education at the institution.

The study's participants were 371 students who were in the first and second year at Ho Chi Minh City College of Economics. All of them took the physical education courses due to the requirements of their learning program.

3. Results

3.1 Students' attitudes towards physical education course

The first part of the questionnaire asked students about their preferences on the physical education course. The students' answers were ranged in the five Likert scale from strongly like to strongly dislike. Then the answers were divided into two groups including the positive group (from "strongly like" to "neither like nor dislike") and the negative one (from "dislike" to "strongly dislike"). The collected data were computed and analyzed by the use of Chi-Square. Table 1 below presents the results of this analysis.

Table 1: Students' preference on the physical education course

Trend	Level of preference	Distribution (n=317)		Total		Comparison	
		n_i	%	$\sum n_i$	%	χ^2	P
Positive	Strongly like	34	10,7	243	76,7	124,12	<0.05
	Like	88	27,8				
	Neither like nor dislike	121	38,2				
Negative	Dislike	60	18,9	74	23,3	124,12	<0.05
	Strongly dislike	14	4,4				

Table 1 indicates that the number of students holding positive attitudes towards the physical education courses surpassed the ones who held negative preference ($\chi^2 > \chi^2_{0.05}$, $P < 0.05$).

3.2 Students' difficulties when taking physical education courses

Next, students' difficulties when taking physical education courses were explored and analyzed. Their difficulties were classified into subjective and objective types. The results are shown in Table 2 below.

Table 2: Students' difficulties when taking physical education courses

Category	Difficulties	Distribution (n=371)		Total		Comparison	
		n	%	$\sum n_i$	%	χ^2	P
Subjective	Lack of interest in the physical education course	41	11,05	149	40,16	15,23	<0.05
	Being afraid of injuries when learning the physical education course	21	5,66				
	Lack of health and confidence	27	7,28				
	Limited sports ability	22	5,93				
	Lack of time	38	10,24				
Objective	Lack of diversity and interests in the course contents	70	18,87	222	59,84	15,23	<0.05
	Lack of sport grounds, equipment and quality	57	15,36				
	Difficulties in distance and means of transport	54	14,56				
	Lack of lecturers	14	3,77				
	Lack of information on the course	27	7,28				
Σ		317	100	317	100		

Table 2 shows that there is a significant difference between the subjective difficulties and the objective ones ($\chi^2 > \chi^2_{0.05}$, $P < 0.05$). Among the subjective difficulties, students' lack of interests in their physical education course at the college was the difficulty got the highest agreement of the students (11.05%). In terms of objective difficulties, the respondents found the course's content is not diverse and interesting (18.87%) was supported the highest.

3.3 Students' reasons for taking physical education courses

Reasons for taking the physical education course were examined and the results were shown in Figure 1 below.

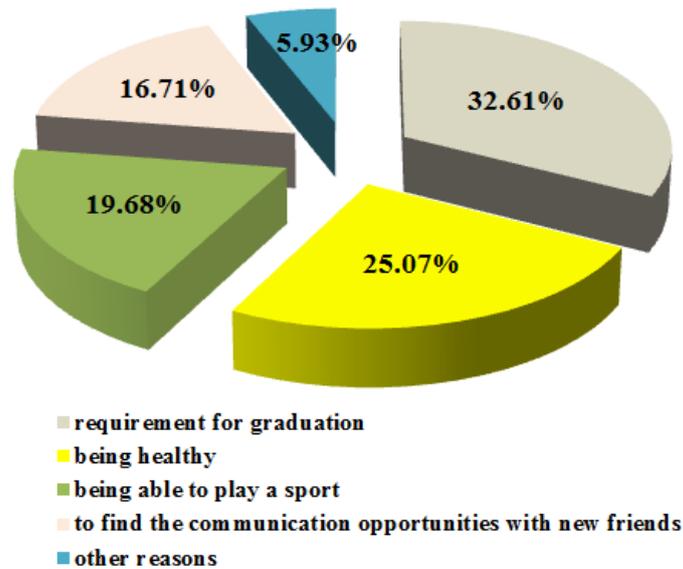


Figure 1: Students' reasons of taking physical education courses

The data in Figure 1 show that the majority of the students admitted that they took the physical education course was it is a "requirement for graduation", accounting for 32.61%. Besides, "being healthy" and "being able to play a sport" accounted for 25.07 % and 19.68% respectively. 16.71 % of the respondents reported that they took this course "to find the communication opportunities with new friends". Finally, only a small percentage of students (5.93%) is related to "other reasons".

3.4 Students' concerns when taking physical education courses

The study also examined a few things that the students concern with when taking physical education courses at the institution. The results are shown in Figure 2 below.

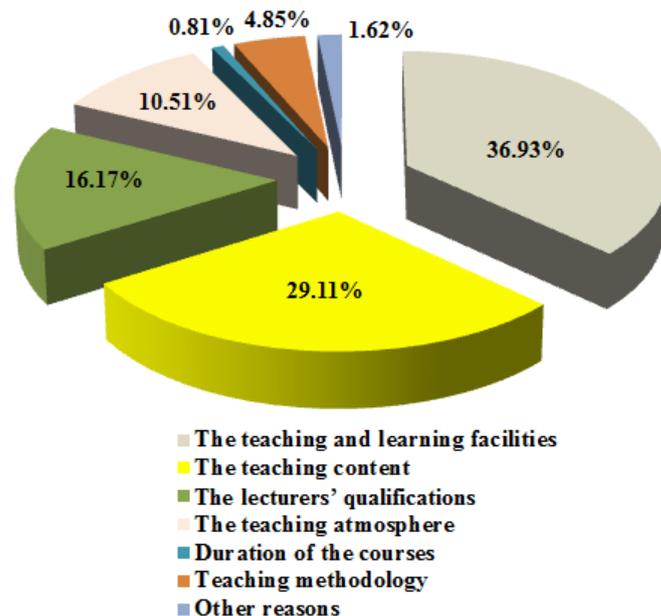


Figure 2: Students' concerns when taking physical education courses

Figure 2 shows that “the teaching and learning facilities” was highly concerned by the respondents (36.93%). “The teaching content” was the next concern with 29.11%. The factors related to “the lecturers’ qualifications” and “the teaching atmosphere” received lower support (16.17% and 10.51%). Only 4.85% of the students concern about the teaching methodology of their teachers. The findings also show that the students did not care about the “duration of the courses” because only 0.81 % cared about it. Lastly, a small number of students (1.62 %) concerned about other ideas. In can be concluded that the students’ concerns will be helpful for the teaching staff in designing new syllabus for the physical education courses.

3.5 Students’ preference on the kinds of sports included in the physical education courses

The researchers also examined the students’ favorite kinds of sports which they expected to have in their physical education. The results are displayed in Table 3 below.

Table 3: The students’ favourite kinds of sports included in the physical education course

No.	Preferences of sports	Distribution (n=371)		Total		Comparison	
		n _i	%	$\sum n_i$	%	χ^2	P
1	Badminton	107	28,84	364	77,63	136,57	<0.05
2	Football	47	12,67				
3	Basketball	44	11,86				
4	Karate	31	8,36				
5	Volleyball	30	8,09				
6	Swimming	29	7,82				
7	Table tennis	22	5,93	106	22,37		
8	Chess	21	5,66				
9	Shuttlecock	13	3,5				
10	Exercise	12	3,23				
11	Athletics	11	2,96				
12	Other pinions	4	1,08				
	Σ	371	100	371	100		

Table 3 indicates that the preferences on the two groups of sports which the students favored are significantly different ($\chi^2 > \chi^2_{0.05}$, P<0.05). The results show that they preferred badminton, football, basketball, karate, volleyball and swimming to other kinds of sports such as table tennis, chess, shuttlecock. The findings are valuable for the teaching staff when determining the kinds of sport to be included in the program.

3.6 Solutions to enhance the quality of teaching and learning physical education

From the results of the questionnaire and the reality of teaching and learning physical education at Ho Chi Minh City College of Economics, the researchers would like to recommend 15 solutions as follows.

3.6.1 Solutions to the college

Firstly, the college should issue documents and regulations on functions and responsibility of physical education training.

Secondly, a qualified teaching staff should be recruited to meet the development of the college in general and the department in particular.

Thirdly, the college should upgrade the teaching and learning facilities for physical education.

Fourthly, the college should hold training courses to enhance the professional expertise of the teaching staff.

Finally, the college should have better curriculum to meet the students' learning needs.

3.6.2 Solutions to the department of physical education

The department should frequently examine the curriculum and adjust to enhance the quality of teaching and learning physical education.

The department should encourage the teaching staff to improve their qualifications or attend workshops on teaching methods.

The department also needs to research students' opinions and evaluation on the activity of physical education of the department so that it can be adjusted and improved in time.

The department should diversify extracurricular sports activities, sports clubs, and sports competitions in the college.

Lastly, the department should frequently hold conferences to create a good environment for teachers exchange and learn experiences from each other.

3.6.3 Solutions to the teaching staff

First, the teaching staff should master the teaching objectives and regulations of the teaching process.

Second, the teaching staff should enhance their professional expertise in order to meet the development of the society.

Third, the teaching staff should frequently update the teaching methods to adapt to the developing trend of the college.

Fourth, the teaching staff should develop the quality of teaching and learning physical education.

Fifth, the teaching staff should give good environment to enhance motivation for students.

4. Conclusion

The current study examined students' attitudes of physical education and some solutions to improve the reality of teaching and learning physical education were proposed.

The quality of the physical education course at the college basically complies with the regulations on the number of periods in the permanent course; however, the number of sports clubs and students' time of extracurricular activities is limited. The facilities and equipment serving the physical education course are restricted and mainly rented, so it is difficult to organize the extracurricular sports clubs. The results of the students after finishing the course are quite high. In addition, most of the students like the physical education course. The students have the needs and motivations to study and play their favorite sports. Finally, the schoolboard has not paid much attention to the activity of physical education.

In summary, the researchers have proposed fifteen solutions to the college, to the department of physical education and the teaching staff.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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