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IMPROVING THE STUDENTS' PHYSICAL EDUCATION OF THE UNIVERSITY OF ECONOMICS HO CHI MINH CITY, VIETNAM

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Abstract:
The purpose of this study is to assess the current situation and, as a result, provide specific solutions for improving the quality of physical education (PE) at The University of Economics Ho Chi Minh City (UEH). By using document references, interviews, and statistical analysis, the authors have identified three major aspects that significantly influence physical training at UEH, including facilities, lecturers, and curriculum. The results show that the ratio of sporting area per student is 0.15m^2, which does not meet the standard; 15.38 percent of teachers do not meet the qualification criteria, and more than half of them (53.83%) are over 50 years old; the curriculum includes 03 credits with 45 periods divided into 02 modules. Guided by the legal basis and practical conditions, and consultation with experts, 04 solutions are offered based on their scientific, necessity, and feasibility to enhance the PE quality for the UEH's students.

Keywords: solutions, physical education (PE), students, University of Economics Ho Chi Minh City (UEH)

1. Introduction

Physical education (PE) provides a foundation for the development of motor skills, knowledge, and habits for physical fitness, giving students the confidence to remain physically active throughout their lives. Because physical growth is impacted by both nature and the educational environment, it is evident that PE has a significant impact on a person's physical development. Physical training, in conjunction with academic

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education, contributes to the formation of ideal individuals capable of acquiring all three elements: Knowledge - Fitness - Aesthetic Sense.

Ho Chi Minh City is well-known as one of Vietnam's leading financial, cultural, and political centers, with over 75 universities, colleges, and 84 vocational institutions, as well as a huge system of elementary, secondary, and high schools. Every year, the city receives roughly 100,000 graduates from universities and colleges, as well as 80,000 graduates from vocational schools. Due to the huge number of students, it is understandable that present athletic court facilities and faculty may not be sufficient to satisfy demands.

PE's work at UEH has been carried out in tough circumstances. UEH's physical training has not yet reached the best results compared to the school's rising scale, despite significant effort and numerous breakthroughs. Furthermore, extracurricular activities are said to be ineffective at the moment. Stemming from the practical needs and development orientation of UEH, PE is required to ensure the internal and external physical training activities for the rising number of students and under the limited facilities and PE lecturers. Being aware of this issue, a research team involving experienced PE lecturers have decided to conduct this research in order to address three primary questions: What are the limits and flaws in the UEH's physical education work? What are the causes, opportunities, and challenges in improving the quality of physical training? What solutions may improve the existing situation to help UEH students develop their physical skills? These concerns shall be discussed and addressed in the study titled: Improving the Students' Physical Education of The University of Economics Ho Chi Minh City.

The goal of this research is to give accurate and thorough information about the current situation of physical training at the UEH, as well as to provide solutions for improving the quality of sports teaching and practice activities for students.

1.1 Research's scope

PE for students is influenced by a variety of factors. Within the scope of this article, 3 main factors are discussed regarding facilities, lecturers, and PE curriculum.

2. Methodology

Documents synthesizing, interviews, and statistical analysis.

2.1 Interviewees

- 8 coaches, experts, and lecturers participating in teaching at universities and colleges in Ho Chi Minh City.
- 13 PE lecturers working at the UEH.

The responses are performed by 5 numbers (1 - 5): (1) Strongly disagree, Strongly unfeasible; (2) Disagree, unfeasible; (3) Neutral; (4) Agree, Feasible; (5) Strongly agree, Strongly feasible.

How to rate:
1.00 – 1.80 points: Strongly disagree, Strongly unfeasible
1.81 – 2.60 points: Disagree, unfeasible
2.61 – 3.40 points: Neutral
3.41 – 4.20 points: Agree, Feasible
4.21 – 5.00 points: Strongly agree, Strongly feasible
Survey period: 2020 - 2021

3. Results

3.1 The current situation of serving PE for UEH students

a. Current situation of facilities and sporting courts

Table 1 presents the statistics on the recent circumstances of facilities and sporting courts serving PE classes for students at UEH.

Table 1: The current circumstance of facilities and sporting courts serving physical training for the UEH's students

Facilities	Items				
	Quantity	Floor area (m^2)	Quality	Rented	Owned
Artificial grass football fields	1	1000	Good	x	
Volleyball courts	3	460	Good		x
Basketball courts	1	480	Good		
Badminton courts	2	130	Good		x
Martial arts rooms	1	200	Good		x
Table tennis rooms	1	750			x
Total area		3020			
Total of students		20000			
Ratio m^2/student		0.15			

Table 1 indicates that the total floor area of UEH is 3020 m^2, with one artificial grass football field measuring 1000 m^2, three volleyball courts measuring 460 m^2, one basketball court measuring 480 m^2, two badminton courts measuring 130 m^2, one table tennis room measuring 750 m^2, and one martial arts room measuring 200 m^2. Additionally, the school's vacant space with green trees is utilized to provide martial arts and fitness courses to pupils. In general, the sporting space appears adequate to support the school's physical education programs. The ratio of sports area per student, in particular, is around 0.15 m^2.

Pursuant to Prime Minister's Decision No. 2160/QD-TTg dated 11/11/2013, "Approving the Planning on Development of Physical Training and Sports in Vietnam until 2020, with an orientation to 2030", the ratio (m^2/student) is expected to be 02 m^2 in 2015, 03 m^2 in 2020, and 04 m^2 in 2030 for all educational levels from primary schools to universities, colleges, and vocational schools (Prime Minister, 2013). When comparing the above criterion to the growing number of students at UEH, it appears that there is a

lack of room for physical training, yet the empty schoolyards have been flexibly made use of. As a result, it appears that learners have sufficient space to engage in sports and extracurricular activities.

It is widely known that the state of the facilities and courts is critical for ensuring the quality of training sports and for learners to enhance their motor skills effectively. Furthermore, a well-equipped setting is more likely to increase the density of movement in PE class, facilitating students in practicing proper movement skills and improving their physical fitness. Although the school's existing basic facilities are inadequate, it nevertheless serves the demands of teaching physical activities and providing extracurricular activities for pupils, according to reports.

b. Current status of the PE lecturers

Table 2 presents the statistical results regarding the recent situation of the teachers working at the UEH.

Table 2: The actual situation of lecturers of the UEH

No.	Content		Quantity	Ratio (%)
1	Gender	Man	11	84.62
		Woman	02	15.38
		Total	13	100
2	Age	< 30	00	00
		30-40	05	38.46
		40-50	01	7.69
		> 50	07	53.83
		Total	13	100
3	Academic qualifications	Associate degree	00	00
		Bachelor degree	02	15.38
		Master's or doctor's degrees	11	84.62
		Total	13	100
4	Title	Visiting lecturer	06	46.15
		Primary lecturer	07	53.83
		Total	13	100
5	Areas of specialization	Physical education	08	61.54
		Sports training	05	38.46
		Other	00	00
		Total	13	100
6	Teaching content	Suitable	13	100
		Unsuitable	00	00
		Total	13	100
7	Years of teaching	< 10	00	00
		11-15	04	30.77
		16-20	02	15.38
		> 20	07	53.85
		Total	13	100
8	Ratio of students per lecturer		1538 SV/GV	

Table 2 shows that:

In terms of gender, among 13 lecturers, there are 11 men, accounting for 84.62%, and 02 women, accounting for 15.38%.

In terms of age, those who are over 50 years old account for the largest (53.83%), and no teachers are under 30 years old (0.0%), followed by 30-40 years old (38.46%) and 40-50 years old (7.69%).

In terms of the academic qualifications, 11 lecturers have Master's or PhD degrees (84.62%), while 02 remaining ones have Bachelor's degrees (15.38%).

In terms of their areas of specialization, physical education is majored by 61.54 percent of lecturers, while sports training is majored by 38.46 %.

In terms of teaching experience, those with more than 20 years (53.85 %) get the most, followed by those with 11 to 15 years (30.77 %) and those with 16 to 20 years (15.38 %).

According to the data above, the majority of PE lecturers at UEH are men (84.62%), have a master's or doctoral degree (84.62%), major in PE (61.54%), are over 40 years old (61.54%), have over 15 years of teaching experience (69.32%), are full-time teachers (53.83), and work appropriately with their majors (100 %).

According to Prime Minister's Decision No. 2160/QD-TTg dated November 11, 2013, "Approving the Planning on Development of Physical Training and Sports in Vietnam until 2020, with an orientation to 2030," the ratio of one PE instructor to undergraduate students is expected to be 1/500 in 2015, 1/400 in 2020, and 1/300 in 2030 (Prime Minister, 2013). In comparison to the target set out, the actual ratio at the UEH is 1/1538, which does not meet the Prime Minister's criterion.

Teachers with a bachelor's degree should focus on higher education learning in order to meet the 2018 Education Law's qualification requirement that lecturers teaching at universities and colleges must have a Master's degree.

c. Current situation of PE curriculums

Table 3 presents the content and the number of teaching periods in the PE program for students of the UEH.

The statistics in Table 3 show that the duration of teaching and learning PE at the UEH includes 03 credits with 45 lessons divided into 02 modules; Module 1 (15 lessons – 1 credit) and Module 2 (30 lessons – 2 credits). Both modules are electives, where students choose to study table tennis, football, taekwondo, badminton, volleyball, basketball, or dance.

Table 3: Distribution of content and learning time in the PE program for the UEH's students

No.	Module	Content
1	I (15 lessons – 01 credit)	PE – 1 (Table tennis)
		PE – 1 (Football)
		PE – 1 (Badminton)
		PE – 1 (Taekwondo)
		PE – 1 (Volleyball)
		PE – 1 (Basketball)
		PE – 1 (Dance)
2	II (30 lessons – 02 credits)	PE – 2 (Table tennis)
		PE – 2 (Football)
		PE – 2 (Badminton)
		PE – 2 (Taekwondo)
		PE – 2 (Volleyball)
		PE – 2 (Basketball)
		PE – 2 (Dance)

3.2. Solutions to improve the quality of PE for the UEH's students

a. Basis for building solutions

Legal foundation: Solutions are based on the Party and State's directives to improve training quality in general and to enhance PE and school sports in particular: Resolution of the Congress Party X, Resolution No. 29-NQ/TW, Resolution No. 08-NQ/TW (The Central Committee of the Communist Party of Vietnam, 2011), Law on Exercise and Sports (President of the State Council, 1992), (President of the State Council, 2013), Decision No. 2198/QD-TTg (Prime Minister, 2010), Decree No. 11/2015/ND-CP (Prime Minister, 2011), Decision No. 2160/QD-TTg (Prime Minister, 2013), Decision No. 1076/QD-TTg (Prime Minister, 2016).

Practical foundation: Solutions must be based on conditions to ensure facilities, staff and PE program (section 2.1).

In addition, the development of the solutions should be guided by the concepts of objectivity, systematicity, synchronization, inheritance, and complementarity, as well as pragmatism and feasibility.

b. Solution selection

Based on legal, practical basis, principles, and consultation with experts, the study has proposed four solutions for improving the results of the PE subject for students at the UEH as follows:

Solution 1: Propaganda and educational activities to raise awareness about the role, position, and effects of physical training and sports.

It is most important to raise student awareness of their responsibilities for themselves and the younger generation's health, which is likely to lead to students actively participating in sports. To strengthen the efficiency of propaganda, it is first required to deploy to all pupils the government's guidelines and policies on PE's roles.

Furthermore, propaganda strategies should be updated regularly to keep up with modern circumstances.

To effectively deliver the State's guidelines to youngers, it is essential to have a team of propagandists with good political qualities, reliable professional capabilities, decent communication skills, and a deep understanding of sports, who are capable of concretizing the contents and diversifying the communication forms. Besides, PE programs should be united among universities to reduce duplication. Moreover, increasing funding for PE propaganda is another approach to maintaining and expanding regular and extra-curricular physical training activities.

Aside from the above solutions, it is necessary to organize various sports activities to raise awareness of officials, mass organizations, and relevant functional departments of the university such as: periodically organising sports competitions, establishing community sports activities (companion walking, cross-country running, sports festival, etc.); hold seminars for students to exchange with elite athletes and sports teams; promptly commend and reward collectives and individuals with outstanding achievements in sports activities; assign prominent lecturers to sports events to attract participants.

Solution 2: Recruitment and facilitation of the quantity and quality of PE lecturers and administrators.

The purpose of this solution is to enlarge the professional abilities of PE instructors and administrators at the UEH. When human resource development is emphasized, physical training quality is likely to get better.

First and foremost, additional postgraduate-qualified PE professors are needed since the majority of PE teachers at UEH are nearing their retirement age. Simultaneously, in line with the rules of the Law on Education, there should be incentives and good conditions for PE professors to get higher academic credentials.

Training courses on PE work should be opened manually in order to encourage teaching personnel to enhance their professional quality. Because PE has such a wide range of components, teachers are supposed to effectively use and integrate a variety of approaches in training tailored to the unique principles of physiological and psychological changes in learners of various ages. As a result, it is thought that PE instructors should be aided in honing their skills with dependable scholars in a well-equipped workplace.

Solution 3: Investment and upgrading of material facilities for physical and extra-curricular.

The content of this solution is to increase funds for equipping, repairing, and upgrading facilities for physical activities at the UEH.

Building more courts and providing modern equipment for PE teaching and practice for regular school hours, as well as extracurricular activities, guarantees adequate quantity and quality standards.

The report has found that many training institutes and schools have been suffering from the deficiency of essential equipment to perform PE exercises. As a result, our state has begun to pay greater attention to sporting facilities across the country since 1995, which is reflected in Directive 133/ of the Prime Minister, signed on March 7, 1995, on the formulation and development of the sports industry and the Prime Minister's Decision No. 2160/QD-TTg dated 11/11/2013 approving the "Development planning Vietnam's physical training and sports until 2020, with a vision to 2030", the area of the training ground for physical education and sports in schools at all levels (m^2/student) at secondary and high schools as follows: 1.5 m^2in 2015, 02m^2in 2020 and 03 m^2in 2030. To achieve the stated criteria, new sports courts must be built, as well as a relatively full set of training tools and equipment, in order to elevate the subject content and satisfy students' physical training demands.

Solution 4: Innovation of contents and methods of teaching PE subjects (regular and extra-curricular).

a. Regular PE class

Improving the content, diversifying the PE visual aids, and increasing the density of movement to improve the results of physical training for students.

Reviewing and adjusting PE programs and course outlines regularly to suit changing societal demands, ensuring that children have the essential skills and knowledge about physical development.

b. Extra-curricular

Diversifying extracurricular activities' content, focusing on mass sports, and developing sports clubs with qualified trainers to encourage more students to apply.

Organizing additional sports tournaments both inside and outside of the school, as well as building a representative sports team for the school.

3.3 Consultation with PE lecturers and administrators

Table 4 indicates the results of the questionnaire and interviews with 8 administrators and 13 PE lecturers. Their responses are performed in 5 levels (1 - 5): (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree. Then, the differences in their responses are measured through the t-test method with two independent samples (Independent Samples Test).

Table 4: Administrators' and lecturers' perceptions on the four solutions for improving PE quality at the UEH

No.	Solution	Administrators (n = 8)		Lecturers (n = 13)		Comparison	
		Mean	Std.	Mean	Std.	t	Sig.
1	Propaganda and educational activities to raise awareness about the role, position, and effects of physical training and sports	4.81	.402	4.78	.434	.112	.903
2	Recruitment and facilitation of the quantity and quality of PE lecturers and managers	4.83	.408	4.81	.412	.306	.919
3	Investment and upgrading material facilities for physical and extra-curricular	5.00	.000	4.96	.214	.501	.889
4	Innovation of contents and methods of teaching PE subject (regular and extra-curricular)	5.00	.000	4.98	.104	.101	.986

As demonstrated in Table 4, there is no significant difference in the responses of administrators and lecturers to the contents of the four solutions (sig > 0.05). The results also demonstrate that they are all in agreement with all of the solutions. The study selects the solutions which receive an average level of 4.20 (strongly agree) or higher. As a result, 04 solutions are selected to improve the quality of physical training for students at the UEH.

4. Conclusion

The PE program at the UEH has been implemented under limited and insufficient facilities and courts, with a ratio of practice space per student of 0.15 m^2, which fails to satisfy the criteria; 15.38 percent of current lecturers do not meet the academic qualifications prescribed by Law on Education, the number of 50-year-old lecturers is quite large (53.83 %); The PE subject comprises of three credits and 45 lessons separated into two modules (Module 1: 1 credit - 15 lessons; Module 2: 2 credits - 30 lessons).

Based on legal, practical conditions, scientific principles, and expert consultation, the research suggests four solutions to increase the quality of physical training for the UEH's students.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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