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EVALUATION OF THE CURRENT STATE AND PROPOSED MEASURES FOR ENSURING THE QUALITY OF PHYSICAL EDUCATION FOR STUDENTS AT MEMBER UNIVERSITIES OF THE UNIVERSITY OF DA NANG, VIETNAM

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Abstract:
This study evaluates the current state of physical education (PE) at three member universities of the University of Da Nang: University of Science and Technology, University of Economics, and University of Education. A comprehensive survey was conducted on 610 students and 200 administrators and lecturers to assess the effectiveness of PE management. The results indicate several challenges, including outdated infrastructure, lack of personalized curriculum planning, low student awareness, and limited participation in extracurricular activities. To address these issues, seven specific measures were developed. These include curriculum reform focusing on competency, enhancing the qualifications and pedagogical skills of lecturers, upgrading facilities, strengthening links between school sports and PE, applying technology in PE assessment and planning, and promoting awareness through school campaigns. All proposed measures were assessed for their necessity and feasibility using a 4-point Likert scale and received high ratings. The study offers empirical insights and practical suggestions to improve the quality of PE programs and align them with global standards of sustainability, health, and technology.

Keywords: physical education, quality assurance, students, current state, measures, University of Da Nang

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1. Introduction

Physical education (PE) plays an essential role in fostering physical health, psychological well-being, and comprehensive personal development among students. As the global landscape evolves with increasing emphasis on digital transformation and sustainable practices, the demands on educational institutions to modernize their PE programs have grown significantly. Despite this, PE in Vietnamese universities continues to face numerous challenges, including outdated and rigid curricula, insufficient infrastructure, limited resources, and low student engagement in non-compulsory physical activities.

This study focuses on assessing the current status of PE management at three constituent universities of the University of Da Nang (UDN): University of Science and Technology, University of Economics, and University of Education. However, in reality, physical education activities at many higher education institutions still face inadequacies in training programs, facilities, lecturer qualifications, teaching methods, and students' awareness. Therefore, studying the current situation and proposing appropriate measures to ensure the quality of physical education is an urgent and essential task.

The study addresses two key questions:

- What is the current state of PE management in these universities?
- What practical measures can be proposed to enhance and sustain the quality of PE education?

2. Methods

2.1 Research Design

A mixed-methods approach, combining qualitative and quantitative analyses, was employed. Methods included:

- **Document Analysis**: Reviewing regulations, reports, and prior studies on PE.
- **Sociological Survey**: Collecting data via questionnaires from students and staff.
- **In-depth Interviews**: Engaging 10 lecturers and 5 administrators to explore challenges.
- **Observation**: Assessing infrastructure and PE activities at the universities.
- **Statistical Analysis**: Processing data using SPSS, with reliability confirmed at Cronbach's Alpha = 0.82.

2.2 Participants

The sample comprised 610 students (randomly stratified) and 200 administrators and lecturers from the University of Science and Technology, University of Economics, and University of Education.

2.3 Data Analysis

Data were coded using a 4-point Likert scale (1: Poor, 4: Excellent). Means and percentages evaluated the current state and measured feasibility.

3. Results

3.1 Current State of Physical Education Management

3.1.1 Input Management

Input management requires assessing student preferences and planning accordingly. Table 3.1 presents participation levels and preferred PE content:

Table 3.1: Participation Levels and Preferred Physical Education Content

No.	Item	N	%
Participation Levels	Participation in the mandatory PE curriculum	592	97.04
	Voluntary extracurricular PE	197	32.29
	Sports club activities	131	21.47
	Sports team involvement	76	12.45
Preferred PE Content	Basic exercise	237	38.85
	Aerobic/Dance sport	316	51.80
	Free exercise	217	35.57
	Track and field	279	45.73
	Volleyball	471	77.21
	Basketball	496	81.31
	Football	506	82.95
	Martial arts	394	64.59
	Swimming	425	69.67
	Badminton	476	78.03
	Tennis	328	53.77

Mandatory PE participation is high (97.04%), but voluntary activities like clubs (21.47%) and teams (12.45%) are limited, indicating a need for greater encouragement. Team sports (e.g., football, 82.95%) are favored over high-skill activities (e.g., basic exercise, 38.85%).

Table 3.2: Administrator and Lecturer Feedback on PE Planning (n=200)

No.	Item	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Mean
1	Setting PE goals, content, and conditions	49 (24.5%)	105 (52.5%)	38 (19.0%)	8 (4.0%)	2.98
2	Planning to assess the student habits and talents	85 (42.5%)	93 (46.5%)	19 (9.5%)	3 (1.5%)	3.30
3	Tailoring PE to academic disciplines	15 (7.5%)	95 (47.5%)	61 (30.5%)	29 (14.5%)	2.48

Preference assessment scored well (3.30), but tailoring PE to disciplines was weak (2.48), reflecting inflexibility across diverse academic needs.

Table 3.3: Conditions Supporting PE Inputs

No.	Item	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Mean
1	Preparing facilities and equipment	11 (5.5%)	98 (49.0%)	64 (32.0%)	27 (13.5%)	2.47
2	Scheduling teaching assignments	84 (42.0%)	91 (45.5%)	21 (10.5%)	4 (2.0%)	3.28
3	Assessing initial health and talents	47 (23.5%)	106 (53.0%)	37 (18.5%)	10 (5.0%)	2.95

Infrastructure is a major constraint (2.47), with facilities lacking uniformity. Teaching assignments scored high (3.28), but health assessments (2.95) need enhancement for personalization.

3.1.2 Process Management

Table 3.4: Process Management Assessment

No.	Item	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Mean
1	Managing PE goals	50 (25.0%)	107 (53.5%)	38 (19.0%)	5 (2.5%)	3.01
2	Managing PE content	48 (24.0%)	106 (53.0%)	40 (20.0%)	6 (3.0%)	2.98
3	Managing facilities	89 (44.5%)	95 (47.5%)	16 (8.0%)	0 (0.0%)	3.37
4	Managing teaching activities	11 (5.5%)	95 (47.5%)	73 (36.5%)	21 (10.5%)	2.48
5	Managing student PE forms	10 (5.0%)	95 (47.5%)	68 (34.0%)	27 (13.5%)	2.44
6	Managing PE evaluation	32 (16.0%)	64 (32.0%)	89 (44.5%)	15 (7.5%)	2.57

Facility management excelled (3.37), but teaching (2.48) and student activities (2.44) lagged due to inadequate oversight and encouragement. Evaluation (2.57) requires refinement for accuracy.

3.1.3 Output Management

Table 3.5: Output Management Assessment

No.	Item	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Mean
1	Collecting student feedback	13 (6.5%)	87 (43.5%)	77 (38.5%)	23 (11.5%)	2.45
2	Evaluating PE outcomes	52 (26.0%)	105 (52.5%)	39 (19.5%)	4 (2.0%)	3.03
3	Assessing student satisfaction	87 (43.5%)	96 (48.0%)	17 (8.5%)	0 (0.0%)	3.35
4	Evaluating physical capacity	53 (26.5%)	110 (55.0%)	30 (15.0%)	7 (3.5%)	3.05

Satisfaction surveys scored high (3.35), but feedback collection was poor (2.45) due to undefined processes. Capacity (3.05) and outcome evaluations (3.03) need greater objectivity.

3.2 Proposed Measures

Seven measures were developed (Table 3.6).

Table 3.6: Summary of Proposed Measures

No.	Measures	Objective	Description & Conditions
1	Promote quality assurance awareness	Enhance PE awareness	Conduct training, campaigns via youth unions, clubs, and events
2	Reform the PE curriculum for competency	Boost skills and fitness	Increase electives, reduce theory, and integrate tech for health tracking
3	Manage PE via the quality assurance process	Ensure comprehensive standards	Survey needs, plan detailed, evaluate and improve digitally
4	Enhance lecturer expertise	Improve teaching quality	Innovate professional activities, encourage research and advanced study
5	Optimize infrastructure management	Support teaching/learning	Invest, inventory, maintain, and socialize resources
6	Link school sports with PE	Foster practical fitness	Establish clubs, organize competitions, and build teams
7	Innovate PE assessment	Ensure objective evaluation	Periodic checks, clear criteria, self-assessment tools, and competitions

These measures emphasize holistic management, competency development, technology (e.g., health apps), and resource socialization for sustainability.

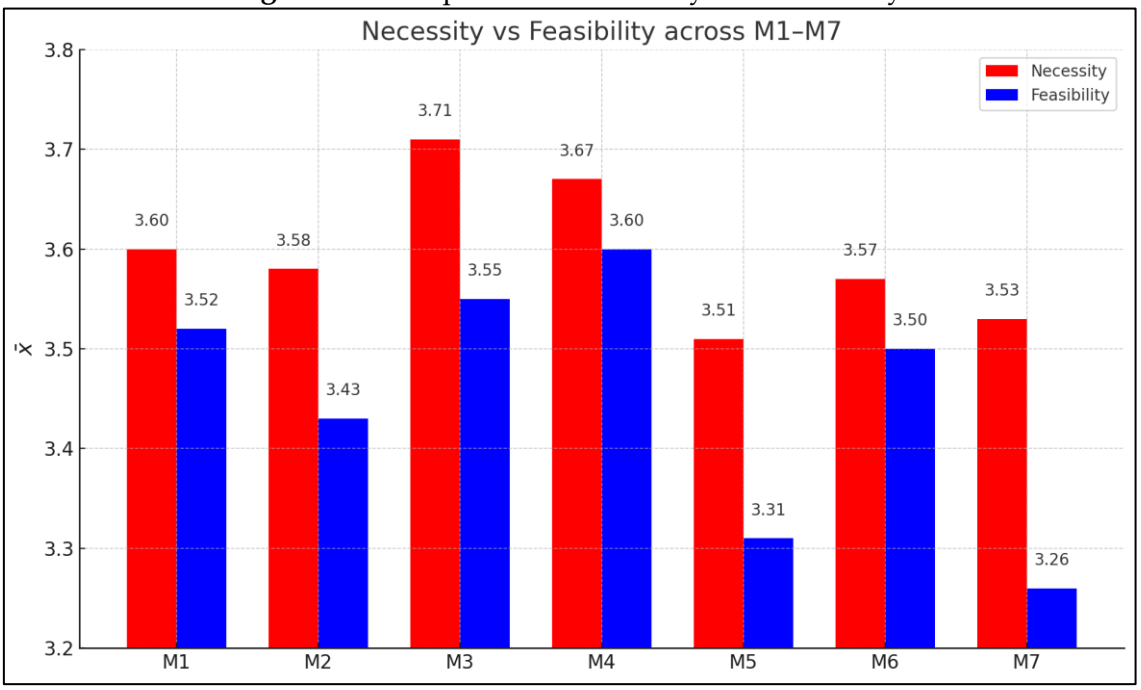
3.3 Necessity and Feasibility Assessment

Table 3.7: Necessity and Feasibility Ratings

Measures	Necessity						Feasibility					
	Very High	High	Low	None	Mean	Rank	Very High	High	Low	None	Mean	Rank
	N (%)	N (%)	N (%)	N (%)			N (%)	N (%)	N (%)	N (%)		
1	190 (66.9)	81 (28.5)	7 (2.5)	6 (2.1)	3.60	3	165 (58.1)	108 (38.0)	6 (2.1)	5 (1.8)	3.52	3
2	189 (66.5)	79 (27.8)	9 (3.2)	7 (2.5)	3.58	4	146 (51.4)	116 (40.8)	19 (6.7)	3 (1.1)	3.43	5
3	212 (74.7)	65 (22.9)	5 (1.8)	2 (0.7)	3.71	1	168 (59.2)	106 (37.3)	7 (2.5)	3 (1.1)	3.55	2
4	203 (71.5)	69 (24.3)	11 (3.9)	1 (0.4)	3.67	2	176 (62.0)	104 (36.6)	3 (1.1)	1 (0.4)	3.60	1
5	172 (60.6)	93 (32.7)	11 (3.9)	8 (2.8)	3.51	7	133 (46.8)	117 (41.2)	22 (7.7)	12 (4.2)	3.31	6
6	181 (63.7)	88 (31.0)	10 (3.5)	5 (1.8)	3.57	5	161 (56.7)	109 (38.4)	10 (3.5)	4 (1.4)	3.50	4
7	176 (62.0)	91 (32.0)	9 (3.2)	8 (2.8)	3.53	6	139 (48.9)	93 (32.7)	39 (13.7)	13 (4.6)	3.26	7

All measures rated highly necessary (3.51–3.71) and feasible (3.26–3.60). GP3 (process management) was most necessary, while GP4 (lecturer training) was most feasible.

Figure 3.1: Comparison of Necessity and Feasibility



Note: Necessity exceeds feasibility, indicating implementation challenges.

4. Discussion

The study highlights infrastructure, program management, and awareness as barriers to effective PE. These align with findings that facilities drive participation (Nguyễn Toán & Phạm Danh Tốn, 2006). Technology integration (e.g., fitness tracking) enhances sustainability.

Compared to global studies, Vietnam's PE lacks interdisciplinary health integration (Kirk, 2010). GP2 addresses this but requires long-term investment. Output management (Table 3.5) could adopt real-time feedback systems, as in South Korea (Kim & Lee, 2020). GP5 reflects successful public-private models in Thailand (Suwat, 2018), though feasibility hinges on funding and leadership.

4.1 Limitations

The study is limited to three universities, lacks national representation, and does not track long-term health impacts.

5. Conclusion

This study elucidates the state of PE at three University of Da Nang institutions, surveying 610 students and 200 staff. Infrastructure (2.47), teaching management (2.48), and extracurriculars (2.44) impede physical development and holistic health. Seven measures—curriculum reform, lecturer training, technology use, and infrastructure optimization—scored high in necessity (3.51–3.71) and feasibility (3.26–3.60), with process management and training leading.

The findings offer empirical insights for PE management in Vietnam, promoting sustainable development aligned with global technology and health trends (UNESCO, 2015). Limited scope and long-term data gaps suggest future research to expand coverage, assess the efficacy, and benchmark internationally.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author

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