



CURRENT STATE OF CONDITIONS FOR ORGANIZING PHYSICAL ACTIVITIES AT THE UNIVERSITY OF DA NANG, VIETNAM

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Abstract:

This study aims to assess the current state of conditions for organizing physical activities at the University of Da Nang, Vietnam, focusing on three key areas: facilities, sports grounds, and equipment; the physical education curriculum; and the teaching staff. The study employs methods such as document analysis and synthesis, surveys, and descriptive statistics to evaluate the conditions for organizing physical activities across the member institutions of the University of Da Nang. Research findings indicate that the total area of sports and physical training facilities is 26,630 m² for 56,753 full-time students—equivalent to 0.47 m² per student—with significant disparities observed among member institutions. The physical education curriculum is relatively diverse, comprising basic, advanced, and specialized tracks (for students with health limitations), and consists of four modules totaling 120 teaching periods. The teaching staff numbers 36, with 97.2% holding postgraduate qualifications and 100% employed as full-time faculty; however, the ratio of approximately 1,579 students per lecturer suggests that human resources are limited relative to the scale of student enrollment. Conclusion: The conditions necessary for organizing physical activities at the University of Da Nang have been established to a relatively comprehensive extent, though not yet in a synchronized manner. The physical education curriculum and the quality of the teaching staff are positive aspects, whereas facilities and the number of instructors are not commensurate

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with the student population. It is essential to upgrade facilities, develop human resources, and expand access to physical activities to create a favorable environment for students to maintain regular physical activity.

Keywords: physical activity; enabling conditions; students; Da Nang University; Vietnam.

1. Introduction

Physical activity (PA) refers to bodily movements produced by the musculoskeletal system that result in energy expenditure; it encompasses activities related to work, transportation, daily living, play, recreation, and sports [1]. Maintaining regular physical activity plays a crucial role in improving health, enhancing physical fitness, and preventing non-communicable diseases [2], [3]. However, physical inactivity remains a significant global public health concern. Studies indicate that rates of physical inactivity are high, particularly among adolescents and young adults [4], [5], [6]. For university students, physical activity not only contributes to physical fitness but also supports mental well-being, reduces stress, and fosters a positive lifestyle during the transition to adulthood [7].

In Vietnam, physical inactivity among young people and university students remains a significant concern. The 2015 national survey on non-communicable disease risk factors revealed that 28.1% of individuals aged 18–69 were physically inactive, with the 18–29 age group exhibiting the highest rate at 33.4% [8]. Studies involving university students have also reported relatively high rates of failure to meet physical activity recommendations [9]. These findings indicate that promoting physical activity among students depends not only on individual awareness and motivation but also on the availability of a supportive environment and conditions that enable students to access, participate in, and maintain regular physical activity.

In a university setting, the organization of physical activity is directly influenced by various factors, such as facilities, sports grounds, and equipment; teaching staff and specialized personnel; program content and activity formats; funding; organizational and management structures; and student access to training opportunities. From a behavioral perspective, these elements constitute key components of the environmental and resource context that can either facilitate or hinder physical activity. A systematic review by Brown et al. (2024) indicates that environmental and resource contexts are among the prominent factors influencing university students' physical activity, alongside social influences and goals [10]. According to the COM-B model, factors such as time, facilities, equipment, costs, and access to training programs fall under the category of "physical opportunity"—a necessary condition for the formation and maintenance of physical activity behavior [11].

In Vietnam, the enhancement of conditions supporting physical education (PE) and physical activities in schools has been reflected in numerous guidelines and policies.

Decision No. 641/QĐ-TTg (dated April 28, 2011), approving the master plan for the development of the physical strength and stature of Vietnamese people for the 2011–2030 period [12]; Decree No. 11/2015/NĐ-CP on PE and sports activities in schools [13]; and Decision No. 1076/QĐ-TTg (dated June 17, 2016) on the development of PE and school sports [14] all emphasize the need to improve the quality of PE, expand sports activities, and strengthen facilities and staffing. Notably, Conclusion No. 70-KL/TW (2024) reiterates the requirement to enhance PE quality, diversify activity types, and prioritize investment in facilities and personnel (teachers and lecturers) to facilitate student participation in physical exercise and sports [15]. These directives demonstrate that ensuring the necessary conditions for organizing physical activities is a crucial factor in translating policies aimed at improving student health and physical fitness into practical school-based activities.

The University of Da Nang (UDN) is a regional university comprising multiple member institutions, characterized by a large student body and a diverse range of academic disciplines [16]. In recent years, physical education and school sports at UDN have seen positive developments; facilities have been gradually upgraded, the professional development of physical education instructors has been prioritized, and organizational and management practices have undergone progressive reform. However, physical fitness assessments of 6,826 first- and second-year students according to Ministry of Education and Training standards reveal a relatively high proportion of students failing to meet the requirements, ranging from 55.83% to 61.15%; notably, endurance is identified as a particular area of weakness [17], [18]. This situation necessitates not only an examination of students' physical activity behaviors but also an assessment of university environmental factors that either facilitate or hinder opportunities for engaging in physical activity.

Although the University of Da Nang has invested in and organized physical education and sports activities for students, a systematic evaluation of the adequacy of the conditions ensuring the organization of these activities, including facilities, equipment, human resources, funding, programs and forms of activities, organizational management, and student accessibility, still needs to be clarified. Identifying the conditions that have been met, the areas that still have limitations, and the resources that need to be prioritized for improvement is crucial in building a university environment that supports an active lifestyle and serves as a practical basis for proposing solutions to enhance physical activities for students.

Based on the above issues, the research was conducted to assess the current conditions ensuring the organization of physical activities at the University of Da Nang, Vietnam, thereby identifying the areas of compliance, limitations, and issues that need to be prioritized for improvement, serving as a scientific and practical basis for developing solutions to enhance the physical activity of UDN students.

2. Material & methodology

2.1. Participants

The interview subjects surveyed the conditions ensuring the organization of physical activities at the University of Da Nang, Vietnam: 03 individuals who are managers of the Department of Physical Education at the University of Da Nang, using the judgment method.

2.2. Methodology

To implement the content of the article, the following methods are used:

- **Method of synthesizing documents:** This method helps build the theoretical foundation for the topic, select and design the research method, choose the content for analysis, and discuss the research results.
- **Survey method:** This method aims to gather managers' opinions to assess the conditions that ensure the organization of physical activities at the University of Da Nang, Vietnam.
- **Statistical methods:** This method aims to process and analyze the collected data. The data collected during the research process are processed and analyzed using statistical methods with the support of SPSS 22.0 software.

3. Results

The study surveyed the assurance conditions (infrastructure, physical education program, teaching staff) at the University of Da Nang (Appendix 5) and obtained the following results:

3.1. Facilities, fields, equipment and tools (Table 1)

The statistical results on facilities, fields, and equipment at the University of Da Nang are shown in Table 1.

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Table 1: Statistics on facilities, fields, and equipment at the University of Da Nang

Facilities	University of Science and Technology – DUT		University of Economics - DUE		University of Education – UED		University of Foreign Languages – UFL		University of Technology and Education		Vietnam-Korea University of Information and Communication Technology	
	Quantity	m ²	Quantity	m ²	Quantity	m ²	Quantity	m ²	Quantity	m ²	Quantity	m ²
Sports hall	1	400	1	400	1	600	0	0	1	400	0	0
Training center (multi-purpose court)	2	1200	1	600	1	800	0	0	1	400	0	0
Swimming pool	0	0	0	0	0	0	0	0	0	0	0	0
Football field	4	6400	2	800	1	800	1	500	1	800	1	400
Volleyball court	6	500	3	490	3	490	1	165	2	320	1	165
Basketball court	4	1250	2	600	2	600	1	300	2	600	1	400
Badminton court	8	1000	4	500	4	500	0	0	3	400	2	300
Handball court	0	0	0	0	0	0	0	0	0	0	0	0
Table tennis table	6	200	2	50	3	100	0	0	2	50	2	50
Athletics track	1	500	0	0	1	300	0	0	1	300	1	200
Weightlifting area	1	100	0	0	1	50	1	50	1	50	1	50
High jump, long jump pit	2	200	1	100	1	100	1	100	1	100	1	100
Pull-up bar, parallel bars, uneven bars	20	200	10	100	10	100	0	0	10	100	0	0
Chess and Chinese chess training room	20	50	20	50	20	50	20	50	20	50	10	50
Others	0	0	0	0	0	0	0	0	0	0	0	0
Total area		12000		3690		4490		1165		3570		1715
Total training ground area of the University of Da Nang									26.630 m²			
Total number of students in the regular university system		16845		14694		10669		7488		5972		1085
Total number of full-time university students at UDN (in Da Nang)									56753 SV			
Ratio of m²/student		0.71		0.25		0.42		0.16		0.60		1.58
Ratio of m²/student for regular students at the University of Da Nang (in Da Nang)									0.47 SV/m²			

The total area of sports training fields at the University of Da Nang is 26,630 m², of which the University of Da Nang - University of Science and Technology has the largest training field area of 12,000 m². (The Sport hall, training house, 4 football fields, 6 volleyball courts, 4 basketball courts, 8 badminton courts, 6 table tennis tables, athletics track, weightlifting area, 2 high jump – long jump pits, 20 parallel bars – uneven bars, chess – Chinese chess room with 20 chess sets) and the University of Foreign Languages has the smallest training area of 1165 m². (football field, volleyball court, basketball court, weightlifting area, high jump – long jump pit, chess room with 20 chess sets), The University of Education is 4490 m² (The Sport hall, training hall, football field, 3 volleyball courts, 2 basketball courts, 4 badminton courts, 3 table tennis tables, athletics track, weightlifting area, high jump – long jump pit, 10 parallel bars – horizontal bars, chess – Chinese chess room with 20 chess sets), University of Economics 3690 m² (The Sport hall, training hall, 2 football fields, 3 volleyball courts, 2 basketball courts, 4 badminton courts, 2 table tennis tables, high jump – long jump pit, 20 parallel bars – horizontal bars, chess – Chinese chess room with 20 chess sets), University of Technology and Education is 3570 m² (Indoor Sport hall, training hall, football field, 2 volleyball courts, 2 basketball courts, 3 badminton courts, 2 table tennis tables, athletics track, weightlifting area, high jump – long jump pit, 10 parallel bars – horizontal bars, chess – Chinese chess room with 20 chess sets) and Vietnam-Korea University of Information and Communication Technology 1715 m² (football field, volleyball court, basketball court, 2 badminton courts, 2 table tennis tables, athletics track, weightlifting area, high jump – long jump pit, chess – Chinese chess room with 10 chess sets).

Data in Table 1 shows that the University of Da Nang has a total of 56,753 full-time undergraduate students; the University of Science and Technology has the highest number with 16,845 students, while the Vietnam-Korea University of Information and Communication Technology has the lowest with 1,085 students. The other institutions have the following student populations: University of Economics (14,694), University of Education (10,669), University of Foreign Language (7,488), and University of Technology and Education (5,972). The ratio of sports training area per student at the University of Da Nang is 0.47 m²/student; the Vietnam-Korea University of Information and Communication Technology has the highest ratio at 1.58 m²/student, and the University of Foreign Language has the lowest at 0.16 m²/student, followed by the University of Technology and Education (0.60 m²/student), University of Science and Technology (0.71 m²/student), University of Education (0.42 m²/student), and University of Economics (0.25 m²/student).

The analysis above shows that all schools are equipped with courts for volleyball, football, and basketball; facilities for high jump, long jump, horizontal bars, parallel bars, and uneven bars; and rooms for chess and Chinese chess. Furthermore, most schools feature indoor sports halls, multi-purpose training facilities, badminton courts, table tennis rooms, and shot put areas.

Based on Decision No. 2160/QĐ-TTg dated November 11, 2013, issued by the Prime Minister approving the "Master Plan for the Development of Physical Education

and Sports in Vietnam through 2020, with a vision toward 2030," the required training area for physical education and sports in schools—calculated in square meters per student—for intermediate professional and vocational schools, colleges and vocational colleges, and universities is set at 2 m² by 2015, 3 m² by 2020, and 4 m² by 2030 [19]. An assessment based on this decision and the student population of the member institutions of the University of Da Nang reveals a significant shortage of space for physical training and sports practice; in particular, there is a marked lack of grounds and facilities for conducting physical education instruction for students.

As is well known, adequate facilities and sports grounds are crucial for meeting teaching and training requirements, thereby enhancing the quality of the subject and helping students quickly develop and consolidate their motor skills. Furthermore, facilities and equipment that align with lesson plans facilitate higher levels of physical activity during Physical Education classes, enabling students to effectively master movement techniques and improve their health. However, the current limited and inadequate facilities at the University of Da Nang (UDN) essentially only meet the requirements for compulsory physical education instruction for students across its member institutions, specifically the University of Science and Technology, University of Education, University of Technology and Education, University of Foreign Language, University of Economics, and College of Information Technology.

On the other hand, due to a lack of space, extracurricular activities taking place outside of school hours are mainly focused on teams participating in training; students do not have the conditions to participate or participate very limitedly. This situation has led to the underdevelopment of extracurricular sports activities and a lack of student participation in training.

The above situation shows that it is necessary to have a plan to build new grounds to improve physical activities for students at UDN.

3.2. Physical Education Program

Statistical results regarding the physical education program for students at the University of Da Nang are presented in Tables 2, 3, and 4.

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Table 2: Basic physical education program

	Course title	Course code	Curriculum distribution	
			Intension	Number of periods
1	Physical Education 1 (Obligatory)	ĐK (Athletics)	Theory	04
			Practice: + Middle-distance running + Sprinting + High jump or long jump	24
			Midterm exam	02
			Σ	
2	Physical Education 2 (Obligatory)	TD (Physical education)	Theory	02
			Practice: + Men's free gymnastics + Women's free gymnastics	26
			Midterm exam	02
			Σ	
3	Physical Education 3 (Optional)	BĐ1 (Football 1) BR1 (Basketball 1) BC1 (Volleyball 1) BB1 (Table tennis 1) CL1 (Badminton 1) VVN1 (Vovinam 1) AER1 (Aerobics 1)	Subject theory	02
			Practice	26
			Midterm exam	02
			Σ	
4	Physical Education 4 (Optional)	BĐ2 (Football 2) BR2 (Basketball 2) BC2 (Volleyball 2) BB2 (Table tennis 2) CL2 (Badminton 2) VVN2 (Vovinam 2) AER2 (Aerobics 2)	Subject theory	02
			Practice	26
			Midterm exam	02
			Σ	
A total of 04 modules			120	

Table 3: Advanced physical education program

	Course title	Course code	Curriculum distribution	
			Intension	Number of periods
1	Physical Education 1	BĐNC1 (Advanced Football 1)	Subject theory	02
		BRNC1 (Advanced Basketball 1)	Practice	26
		BCNC1 (Advanced Volleyball 1)	Midterm exam	02
		BBNC1 (Advanced Table tennis 1)		
		CLNC1 (Advanced Badminton 1)		
		AERNC1 (Advanced Aerobics 1)		
	Σ			30
2	Physical Education 2	BĐNC2 (Advanced Football 2)	Subject theory	02
		BRNC2 (Advanced Basketball 2)	Practice	26
		BCNC2 (Advanced Volleyball 2)	Midterm exam	02
		BBNC2 (Advanced Table tennis 2)		
		CLNC2 (Advanced Badminton 2)		
		AERNC2 (Advanced Aerobics 2)		
	Σ			30
3	Physical Education 3	BĐNC3 (Advanced Football 3)	Subject theory	02
		BRNC3 (Advanced Basketball 3)	Practice	26
		BCNC3 (Advanced Volleyball 3)	Midterm exam	02
		BBNC3 (Advanced Table tennis 3)		
		CLNC3 (Advanced Badminton 3)		
		AERNC3 (Advanced Aerobics 3)		
	Σ			30
4	Physical Education 4	BĐNC4 (Advanced Football 4)	Subject theory	02
		BRNC4 (Advanced Basketball 4)	Practice	26
		BCNC4 (Advanced Volleyball 4)	Midterm exam	02
		BBNC4 (Advanced Table tennis 4)		
		CLNC4 (Advanced Badminton 4)		
		AERNC4 (Advanced Aerobics 4)		
	Σ			30
	A total of 04 modules			120

Table 4: Physical education program for students with low health status

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	Course title	Course code	Curriculum distribution	
			Intension	Number of periods
1	Physical Education 1	YSK1 - Athletics	General theory	04
			Athletics	24
			Midterm exam	02
	Σ			30
2	Physical Education 2	YSK2 – Physical Education	Theory	02
			General Physical Development	26
			Midterm exam	02
	Σ			30
3	Physical Education 3	YSK3 – Table tennis YSK3 – Badminton	Theory	02
			Practice	26
			Midterm exam	02
	Σ			30
4	Physical Education 4	YSK4 – Table tennis YSK4 – Badminton	Theory	02
			Practice	26
			Midterm exam	02
	Σ			30
	A total of 04 modules			120

A. Regarding the basic physical education program (Table 2):

The basic physical education program consists of 04 modules totaling 120 periods, including 02 mandatory modules (Physical Education 1 and Physical Education 2) and 02 elective modules (Physical Education 3 and Physical Education 4).

- **Physical Education Program 1 (mandatory):** 30 periods of athletics (4 theory periods, 24 practical periods: middle-distance running, short-distance running, high jump or long jump, and 2 periods for midterm exams).
- *Physical Education Program 2 (mandatory):* 30 physical education periods (2 theory periods, 26 practical periods: Men's free gymnastics, Women's free gymnastics, and 2 midterm exam periods).
- **Physical Education Program 3 (elective):** 30 periods (Football 1, Basketball 1, Volleyball 1, Table Tennis 1, Badminton 1, Vovinam 1, Aerobics 1), including 2 theory periods for sports, 26 practical periods, and 2 midterm assessment periods.
- **Physical Education Program 4 (elective):** 30 periods (Football 2, Basketball 2, Volleyball 2, Table Tennis 2, Badminton 2, Vovinam 2, Aerobics 2), including 2 theory periods for the sport, 26 practical periods, and 2 midterm assessment periods.

B. Regarding the advanced physical education program (Table 3):

The advanced physical education program consists of 04 modules totaling 120 periods (Physical Education 1 and Physical Education 2, Physical Education 3 and Physical Education 4), all of which are elective.

- **Physical Education Program 1 (elective):** 30 periods (Advanced Football 1, Advanced Basketball 1, Advanced Volleyball 1, Advanced Table Tennis 1, Advanced Badminton 1, Advanced Vovinam 1, Advanced Aerobics 1), including 2 theory periods for sports, 26 practical periods, and 2 midterm assessment periods.
- **Physical Education Program 2 (elective):** 30 periods (Advanced Football 2, Advanced Basketball 2, Advanced Volleyball 2, Advanced Table Tennis 2, Advanced Badminton 2, Advanced Vovinam 2, Advanced Aerobics 2), including 2 theory periods for the sport, 26 practical periods, and 2 midterm assessment periods.
- **Physical Education Program 3 (elective):** 30 periods (Advanced Football 3, Advanced Basketball 3, Advanced Volleyball 3, Advanced Table Tennis 3, Advanced Badminton 3, Advanced Vovinam 3, Advanced Aerobics 3), including 2 theory periods for the sport, 26 practical periods, and 2 midterm assessment periods.
- **Physical Education Program 4 (elective):** 30 periods (Advanced Football 4, Advanced Basketball 4, Advanced Volleyball 4, Advanced Table Tennis 4, Advanced Badminton 4, Advanced Vovinam 4, Advanced Aerobics 4), including 2 theory periods for the sport, 26 practical periods, and 2 midterm assessment periods.

C. Regarding the physical education program for students with low health status (Table 4)

The physical education program for students with low health status consists of 04 modules totaling 120 periods, including 02 mandatory modules (Physical Education 1 and Physical Education 2) and 02 elective modules (Physical Education 3 and Physical Education 4).

- **Physical Education Program 1 (mandatory):** 30 periods of athletics (4 theory periods, 24 practical periods, and 2 midterm assessment periods).
- **Physical Education Program 2 (mandatory):** 30 physical education periods (2 theory periods, 26 practical periods: General Development Physical Education, and 2 midterm exam periods).
- **Physical Education Program 3 (elective):** 30 periods (Table Tennis, Badminton), including 2 theory periods, 26 practical periods, and 2 midterm exam periods.
- **Physical Education Program 4 (elective):** 30 periods (Table Tennis, Badminton), including 2 theory periods, 26 practical periods, and 2 midterm assessment periods.

Through the above analysis, it is shown that the physical education program for regular university students at the University of Da Nang consists of 4 modules: 120 periods that are quite diverse and rich, with elective and compulsory modules, basic and advanced modules; among the elective modules are (football, volleyball, table tennis, badminton, basketball, Vovinam martial arts, and aerobics).

3.3. Teaching Staff

The demographic statistics on the composition of physical education lecturers at the Faculty of Physical Education, University of Da Nang, are presented in Table 5.

Table 5: Demographic statistics of the faculty members at the Department of Physical Education, University of Da Nang

	Survey content		Quantity	Percent
1	Position	Manager	6	16.7
		Lecturer	30	83.3
		Total	36	100.0
2	Gender	Male	30	83.3
		Female	6	16.7
		Total	36	100.0
3	Age	Under 30 years old	03	8.3
		From 30 to 40 years old	12	33.3
		From 41 to 50 years old	11	30.6
		Over 50 years old	10	27.8
		Total	36	100.0
4	Educational background	College	00	0.0
		Bachelor's degree	01	2.8
		Master's Degree	35	97.2
		Total	36	100.0

5	Organizational structure	Visiting lecturer	0	0.0
		Full-time Lecturer	36	100.0
		Total	36	100.0
6	Training expertise	Physical Education	25	69.4
		Sports coaching	11	30.6
		Sports Management	00	0.0
		Sports Biomedicine	00	0.0
		Total	36	100.0
7	Teaching content	Suitable	36	100.0
		Not suitable	00	0.0
		Total	36	100.0
8	Teaching experience	Under 5 years experience	4	11.1
		From 6 to 10 years experience	13	36.1
		From 11 to 15 years experience	05	13.9
		Over 15 years experience	14	38.9
		Total	36	100.0
9	Total number of full-time university students University of Da Nang		56753	
10	Student-to-PE-instructor ratio		1579.47	

The data in Table 5 show that:

- **Position:** Among the 36 subjects participating in the survey, there were 6 managers (16.7%) and 30 lecturers (83.3%).
- **Gender:** Among the 34 survey participants, there were 30 males (83.3%) and 6 females (16.7%).
- **Age:** The age distribution of the lecturers is as follows: the largest group falls within the 30–40 age range (33.3%), followed by the 41–50 age group (30.6%), those under 30 (8.3%), and those over 50 (27.8%). This indicates that the majority of lecturers are in their prime working years; however, there is also a significant proportion of older lecturers.
- **Educational background:** The educational level of most lecturers is postgraduate (accounting for 97.2%), university (accounting for 2.8%) and no college. Survey results show that the qualifications of lecturers at the Department of Physical Education at Da Nang University are relatively high; However, with future developments, lecturers need to study and improve their qualifications.
- **Organizational structure:** All faculty members in the Faculty of Physical Education at the University of Da Nang are full-time staff. This demonstrates their capability to undertake teaching and training duties for students.
- **Training expertise:** The majority of the trained lecturers specialized in physical education (69.4%), while those specializing in sports coaching accounted for 30.6%.
- **Teaching content:** 100% of the surveyed lecturers considered it suitable for the field of study.
- **Teaching experience:** Survey results indicate that teaching experience is distributed relatively evenly across the specific categories: the highest proportion

(38.9%) falls into the "over 15 years" group, while the lowest (11.1%) is in the "under 5 years" group; the "6–10 years" and "11–15 years" groups account for 36.1% and 13.9%, respectively.

- **Student-to-PE-instructor ratio:** Statistical results show that the student-to-lecturer ratio for Physical Education at the University of Da Nang is 1,579.47 students per lecturer.
- Based on Decision No. 2160/QĐ-TTg dated November 11, 2013, issued by the Prime Minister, approving the "Master Plan for the Development of Physical Education and Sports in Vietnam through 2020, with a vision to 2030," the target ratio of physical education instructors to university students is set at 1:500 by 2015, 1:400 by 2020, and 1:300 by 2030 [19]. A comparison with these targets reveals a significant shortage of physical education instructors at the University of Da Nang, indicating that the current staffing levels do not meet the prescribed requirements.

4. Discussion

Research results indicate that the conditions for organizing physical activities at the University of Da Nang have been established across three main areas, including facilities, the physical education curriculum, and the teaching staff. However, the level of adequacy among these conditions remains uneven.

Regarding facilities, the University of Da Nang possesses a relatively diverse range of sports grounds and equipment; however, the total area of 26,630 m² for 56,753 students equates to only 0.47 m² per student, with significant disparities existing among its member institutions. This indicates limitations not only in the overall scale of the facilities but also in their distribution and capacity to meet the physical training needs of the student body. In particular, when facilities must be prioritized for required physical education classes and varsity teams, opportunities for students to engage in extracurricular activities and independent practice may be limited. According to the TDF and COM-B frameworks, facilities, equipment, time, and accessibility are components of the environmental context and material resources/opportunities that can directly facilitate or hinder the initiation and maintenance of physical activity [7], [10], [11].

Regarding the physical education (PE) curriculum, the University of Da Nang (UDN) has developed a relatively diverse program comprising four modules with a total duration of 120 periods; this includes basic and advanced tracks, as well as a specialized program for students with health limitations. The elective modules encompass a wide range of sports, allowing students to select activities that align with their personal interests and abilities; this is a feature that helps foster engagement and motivation. However, the program currently focuses primarily on formal PE instruction; therefore, it is necessary to strengthen the integration between formal PE, extracurricular activities, sports clubs, and independent practice to encourage students to maintain regular physical activity beyond mandatory class hours.

Regarding the teaching staff, the results show that the professional quality is relatively good, with 97.2% having postgraduate degrees, 100% being full-time staff, and all being trained in the field of physical education or sports training. However, with 36 lecturers serving 56,753 students, the ratio of about 1,579 students/teacher shows that human resources are limited compared to the scale of training. This may reduce the ability to expand extracurricular activities, clubs, self-practice guidance, and programs to enhance financial activities for students.

In general, the University of Da Nang (UDN) boasts a relatively diverse physical education (PE) curriculum and a highly qualified teaching staff. However, notable limitations include facilities and staffing levels that are inadequate for the size of the student body. These three factors are closely interconnected: a diverse curriculum cannot be effectively implemented without sufficient sports grounds and facilities; facilities cannot be optimally utilized without the necessary personnel to organize activities; and even a highly qualified faculty struggles to expand physical activities when burdened with a heavy regular teaching workload. Therefore, enhancing physical activities for UDN students requires a comprehensive approach that improves access to and utilization of facilities, develops extracurricular activities linked to the PE curriculum, and strengthens human resources, thereby creating a university environment that encourages students to engage in regular physical activity.

5. Conclusion

Research results show that the conditions to ensure the organization of physical activities at the University of Danang have been formed relatively fully but are not synchronous. The physical education program is quite diverse and the teaching staff has good professional qualifications; However, the facilities and number of lecturers are still limited compared to the student population, with an average practice area of 0.47 m²/student and about 1,579 students/physical education lecturer. Therefore, priority should be given to improving facilities, developing staff, and increasing access to curricular and extracurricular activities to create a favorable environment for students to maintain regular physical activity.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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