



## Factors affecting the teaching of physical education subjects at Universities in Ho Chi Minh City

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### Abstract

Physical education is a compulsory subject in Vietnam's universities, with the goal of focusing on physical training for students to comprehensively educate ethics - intelligence - physical education - aesthetics, creating a young generation with enough health, ethics, and talent to serve the development of the country. Based on state regulations, this study designs contents related to teaching activities of physical education subjects at universities in Ho Chi Minh City such as state policies, the teaching staff at universities, facilities, equipment for teaching and students themselves when participating in the learning process. A survey of 97 people at universities showed that, in addition to assessing the position, role and importance of physical education teaching activities, clearly identifying factors related to physical education teaching activities will help universities adjust the content and teaching methods of physical education subjects to achieve the goals set in the training process of universities.

**Keywords:** Impact factors, teaching activities, physical education subjects, above universities, Ho Chi Minh City

### Introduction

Data from the Ho Chi Minh City Statistics Office in 2022 shows that Ho Chi Minh City is the place with the most universities in the country. Currently, there are about 45 universities (including 31 public and 14 non-public schools) with a scale of 599,782 students, of which 445,484 are students in public universities (of which 154,298 are students in non-public universities), ranking second in the country in terms of the number of university and college students" (Ho Chi Minh City Statistics Office, 2022, p. 401-402).

With the regulation that physical education is a compulsory subject, most universities in Ho Chi Minh City have specific physical education programs, suitable to the characteristics of each school. Recognizing the importance of physical education in comprehensive education for students, in recent times, universities have paid great attention to investing in both human resources and material conditions for physical education subjects and have achieved many encouraging results. However, in reality, physical education at school is still limited, and students' awareness of the role and effects of physical education is not complete.

Therefore, determining accurate information about the current status of physical education and the obstacles and difficulties of students when studying physical education at universities in Ho Chi Minh City is extremely important and necessary. This is an important premise from which to propose appropriate solutions to improve the quality of physical education for students, contributing to comprehensive human education, and creating a highly qualified workforce. Based on that reality, we conducted a study on: "Factors related to teaching physical education subjects at universities in Ho Chi Minh City" as the research topic of the group.

**Research purpose:** Through the results of analyzing the current situation, surveying students on the quality of physical education at universities in Ho Chi Minh City to have an overall view of the current situation of physical education quality at schools. From there, use theoretical and

practical bases to propose appropriate solutions to contribute to improving the quality of physical education at universities in Ho Chi Minh City as well as implementing the educational innovation goals of the Party and State of Vietnam.

### Literature Review

#### The goal of physical education for students

Physical education is a type of education, an organized, purposeful, planned educational process to transmit knowledge, skills, and techniques of movement, etc., from one generation to another. That means that physical education, like other types of education, is a pedagogical process with full characteristics (the leading role of the pedagogist, the organization of activities of the pedagogist following students, with pedagogical principles, etc.). Physical education is a form of education that aims to equip students with skills and techniques of movement and specialized knowledge (education), develop physical qualities, and improve health (Prime Minister, 2015).

Physical education can be divided into two relatively independent aspects: (i) Teaching movements (physical education) and educating physical qualities. Teaching movements is the basic content of physical education. It is the process of equipping basic motor skills necessary for life and specialized knowledge; (ii) The nature of the second component in physical education is to reasonably impact the development of motor qualities to ensure the development of motor abilities (speed, strength, endurance, dexterity, flexibility, etc.) (Ministry of Education and Training, 2021). Thus, physical education is a form of education with the characteristic content of teaching movements and educating human motor qualities. Teaching movements and developing physical qualities are closely related, creating a premise for each other and can even "convert" to each other. But they are never identical, there are different relationships between them in different stages of physical development and physical education. In the education system, the characteristic content of physical education is closely linked

to intellectual education, moral education, aesthetic education and labor education.

### Physical education tasks for students

The tasks of the Department of Physical Education are stipulated in Decision No. 2077/QĐ-BGDĐT dated June 19, 2017, of the Minister of Education and Training on the functions, tasks, powers and organizational structure of units assisting the Minister in performing the state management function under the Ministry of Education and Training; Decision No. 88/QĐ-BGDĐT dated January 9, 2020 on amending and supplementing several articles of Decision No. 2077/QĐ-BGDĐT. Through state regulations, based on the practical training situation at universities, the physical education tasks for students are specifically expressed as follows:

Group of physical education tasks in the narrow sense: (i) Strengthening and enhancing health, developing balanced body shape and function, developing motor qualities and physical activity ability of humans; (ii) Forming and perfecting important motor skills in life, including practical and sports skills, equipping with specialized knowledge.

Educational tasks in the broad sense (personality formation): (i) Educating morality and will, contributing to building a comprehensively developed person; (ii) Physical education in schools is a unified and simultaneous process of two aspects: Teaching, learning and training; (iii) Teaching is through teachers imparting technical knowledge and basic movement methods necessary for students to be able to move and train themselves; (iv) Learning and training is the process in which each student is proactive, self-aware, self-reliant, and mobilizes the knowledge they have learned and acquired to practice, turning the school's training process into a creative and effective self-training process.

The separation of the above tasks is only relative. In reality, in the process of physical education, people always carry out tasks simultaneously (such as moral education, will, aesthetics and intelligence; physical education with physical education).

### Research Method

Research documents of the Communist Party of Vietnam (CPV) and the State of Vietnam on physical education such as: The Politburo issued Resolution No. 08, determining the goals of physical education and sports until 2020; Directive 36/CT-TW dated March 24, 1994 on physical education and sports in the new period; Directive 17 CT/TU dated October 23, 2002 on the development of physical education and sports until 2010; Resolution of the 8th National Party Congress, 1996; 9th National Party Congress, 2001; Resolution of the 10th National Party Congress, 2006; Political Report at the 11th National Party Congress, 2011; Documents of the 12th National Congress, 2016; 13th National Congress, 2021; Decision No. 641/QĐ-TTg (2011) on approving the overall project on physical development and stature of Vietnamese people; plan to guide the entire population to practice physical exercise to improve health, develop stature, physical strength, prevent and fight diseases in the period 2021-2025 of the Ministry of Culture, Sports and Tourism (2021).

Interdisciplinary research methods: This study uses research methods such as: logic - history, interpretation - induction, analysis - synthesis, synchronicity - diachrony, etc. The use

of these methods allows for maximum exploitation of document sources as well as a full and logical implementation of research content issues.

**Survey method:** The study conducted a survey of 97 people, specifically: 07 managers, 13 lecturers and 77 students at several schools in Ho Chi Minh City. The survey content revolved around the following basic issues: (i) The importance of teaching physical education subjects at universities in Ho Chi Minh City; (ii) Factors affecting teaching physical education subjects at universities in Ho Chi Minh City; (iii) Teams participating in teaching physical education subjects at universities in Ho Chi Minh City; (iv) Facilities serving to teach physical education subjects at universities in Ho Chi Minh City.

### Research Results

#### Assessing the importance of teaching physical education subjects at universities in Ho Chi Minh City

According to the general regulations of the Ministry of Education and Training on implementing the subject of Physical Education, it is compulsory for all university students. This subject is designed with the clear goal of developing both the physical and mental aspects of students. Circular No. 25/2015/TT-BGDĐT specifically regulates the physical education subject program in university training programs.

Resolution 29-NQ/TU on fundamental and comprehensive innovation of education and training emphasizes the importance of physical development to comprehensively develop students in terms of ethics - intelligence - physical fitness - aesthetics. Decrees and resolutions of the Party and the Government affirm the important role of physical education in the formation and development of physical fitness as well as the personality of students.

Thus, physical education in schools is one of the very important educational activities. Physical education not only improves health but also trains discipline, and a healthy lifestyle, and helps students develop comprehensively. However, physical education in universities today still has many issues that need to be discussed and considered thoroughly. The survey results show that 68.04% of respondents answered that it is important (66/97 respondents); 19.59% of respondents answered that it is quite important (19/97 respondents) and up to 12.37% of respondents answered that it is not important (12/97 respondents). This survey result shows that universities need to have solutions to raise students' awareness of the importance of physical education in schools.

#### Factors affecting the teaching of physical education subjects at universities in Ho Chi Minh City

##### Objective factors

The studies of Novikov A.D and Matveep L.P (1979) pointed out 03 objective factors; Stephen J.Virgilio, (1997) pointed out 05 objective factors; Luu Quang Hiep *et al.* (2002) <sup>[11]</sup> pointed out 03 objective factors (with differences from Novikov A.D and Matveep L.P) Pham Ngoc Vien (2007) <sup>[19]</sup> pointed out 04 objective factors; etc., After comparing and contrasting with the legal documents of the State; from the practice of teaching physical education at universities in Ho Chi Minh City, the group of authors identified 04 factors: (i) The Party's guidelines and policies; the State's policies and laws with 59.79% of respondents answering that they had an influence (58/97 respondents);

(ii) Socio-economic conditions of Ho Chi Minh City with 62.89% of respondents saying it is influential (61/97 respondents); (iii) Facilities and equipment serving physical education teaching activities with 72.26% of respondents saying it is influential (73/97 respondents); Content and curriculum of physical education subjects with 72.16% of respondents saying it is influential (70/97 respondents).

### Subjective factors

Research by Le Van Lam, Vu Duc Thu, Nguyen Trong Hai, Vu Thi Hue (2000) <sup>[12]</sup>; Duong Nghiep Chi, Nguyen Danh Thai (2003) <sup>[17]</sup>; Hang, *et al.*, (2020) <sup>[5]</sup>; Hong (2022) <sup>[8]</sup>; Nguyen Don Cong Uy, Nguyen Don Vinh (2023) <sup>[21]</sup>, Duchiep, *et al.*, (2022) <sup>[4]</sup>; etc., have shown that there are many subjective factors affecting physical education activities at universities; Based on practical observations and previous studies, the authors have identified the following six factors: (i) The role and function of the Board of Directors in managing physical education activities with 85.57% of respondents saying it is influential (83/97 respondents); (ii) Awareness of managers about the necessity of physical education activities with 84.54% of respondents saying it is influential (82/97 respondents); (iii) Competency level of lecturers in physical education activities with 92.78% of respondents saying it is influential (90/97 respondents); (iv) Awareness of lecturers about physical education subjects with 91.75% of respondents saying it is influential (89/97 respondents); (v) Coordination between social forces participating in educational activities with 69.07% of respondents saying it is influential (67/97 respondents); (vi) Awareness and participation of students in physical education activities with 90.72% of respondents saying it is influential (88/97 respondents). Thus, subjective factors have a great impact on physical activities at universities.

### Teams participating in teaching physical education subjects at universities in Ho Chi Minh City

Currently, the education sector in general and the physical education sector in particular are facing a shortage of teachers. In terms of training resources, the whole country has many public and private universities enrolling students in the physical education sector to provide teachers to teach at all levels from preschool to university. Some prominent schools in the Southern region that are providing teachers for the physical education sector include Da Nang University of Physical Education and Sports, Ho Chi Minh City University of Physical Education and Sports; Ho Chi Minh City University of Physical Education and Sports, Ho Chi Minh City University of Pedagogy, etc.

At the same time, many private schools train from 01 to 04 majors such as Physical Education, Sports Training, Sports Management, and Sports Biomedicine. However, many private schools are currently not allowed to enroll students in Physical Education because of regulations. Every year, universities regularly enroll many students, but statistics show that the Physical Education major still lacks teachers. Like many other Pedagogical majors, Bachelors of Physical Education have low salaries and allowances. Many lecturers quit their jobs or take on other jobs to make ends meet.

According to records in many universities today, teaching is facing many difficulties due to a lack of facilities and sports facilities. Some universities have to rent playgrounds and facilities outside to organize teaching. Scientific research

activities in the Physical Education sector are also facing difficulties due to a lack of specialized and modern equipment and machinery in the field of physical education and sports.

To properly assess the teaching staff meeting the needs of physical education teaching activities in some universities in Ho Chi Minh City, the research team conducted a survey of 97 people including managers, lecturers and students; the survey results showed that: 78.35% of respondents answered that they met the teaching requirements (76/97 respondents) and 21.65% of respondents answered that they did not meet the requirements (21/97 respondents). Based on the actual situation of physical education teaching at universities, based on the survey results, the number of lecturers is very lacking. Therefore, universities need to have a plan to recruit and train physical education lecturers in the future.

### Facilities and financial resources for teaching physical education subjects at universities in Ho Chi Minh City

#### Facilities for teaching physical education subjects at universities in Ho Chi Minh City

According to Clause 2, Article 6 of Decree 11/2015/ND-CP, the following provisions are made: (i) Facilities for physical education and sports activities in schools, including fields, practice grounds, multi-purpose training halls, gyms, swimming pools, equipment and safety conditions to effectively implement the Physical Education and Sports program appropriate to each grade or training level; (ii) Ministries, branches, and People's Committees at all levels ensure budget balance for investment and construction of facilities, meeting the requirements for equipment for physical education and sports activities for affiliated public schools; create conditions for schools to use local sports facilities to serve physical education and sports activities in schools.

Thus, the facilities for sports activities in secondary schools are regulated to include: Fields, practice grounds, multi-purpose training houses, gyms, swimming pools, equipment and safety conditions to effectively implement the Physical Education and Sports activities program suitable for each grade or training level.

The current state of facilities at universities has a great influence on the quality of teaching activities. However, in the current conditions of some universities in Ho Chi Minh City, investing in facilities such as stadiums, gymnasiums, swimming pools, etc., in small areas in the inner city of Ho Chi Minh City is difficult to implement. Therefore, making the most of existing facilities and building new sports facilities in some "university villages" of Ho Chi Minh City is extremely important in the current period.

To properly assess the current state of facilities to meet the needs of physical education teaching activities at some universities in Ho Chi Minh City, the research team conducted a survey of 97 people including managers, lecturers and students; the survey results showed that 68.04% of respondents answered that they met the teaching requirements (66/97 respondents) and 31.96% of respondents answered that they did not meet the requirements (31/97 respondents). Based on the actual situation of physical education teaching at universities, the survey results showed that facilities are very lacking. Therefore, universities need to have a plan to supplement facilities to improve the quality of physical education in the future.

### **Financial resources for teaching physical education subjects at universities in Ho Chi Minh City**

According to Clause 2, Article 6 of Decree 11/2015/ND-CP, the following provisions are made: Finance for physical education and sports activities in schools is guaranteed by the state budget according to the current budget decentralization; from the career revenue of schools; funding from organizations, individuals and other legal sources.

To properly assess the current financial situation, meet the needs of physical education teaching activities at some universities in Ho Chi Minh City, the research team conducted a survey of 97 people who are managers, lecturers and students; The survey results show that: 72.16% of respondents answered that they met the teaching requirements (70/97 respondents) and 27.84% of respondents answered that they did not meet the requirements (27/97 respondents). Based on the actual situation of physical education teaching at universities, the survey results show that financial resources are very lacking. Therefore, universities need to have a plan to supplement financial resources to improve the quality of physical education in the future.

### **Proposing some solutions**

#### **Forming motivation to study the subject for students:**

Health is a precious asset of humans. Having health is having everything. So what to do to have health? There are many different reasons, but regular exercise is the most effective and simple measure to help us strengthen, maintain and enhance health. Physical education can do that. It helps students reduce stress and fatigue in studying, working and other activities: helps them understand and practice the right method, and the right movement techniques to contribute to improving health. Students who understand this issue will form the motivation to study, and thus create excitement and interest in the subject in students.

#### **Learn about the characteristics of health, psychology and physiology of each age:**

This is very important in physical activities as well as physical education subjects to achieve the highest efficiency, avoiding possible negative effects. We need to do the following in the teaching process: Based on the anatomical and physiological characteristics of each age group, gender, motor system, internal organs, nervous system, etc. to have effective teaching methods.

#### **Based on the characteristics of physical development:**

Speed, strength, endurance, flexibility, dexterity of students to have appropriate exercises, amount of exercise, etc.

By doing this, learners have changed their perception and have been more active in practicing sports, more interested and passionate about physical education because they have the right subjects for their abilities and the right amount of exercise for themselves. The ability to maintain and enhance learning outcomes is improved.

#### **Carefully study the content, the lecture must be concise, scientific and at the same time improve the teaching method:**

Because the content of the lesson is the organization of the teaching and learning process, that is, to implement the unity between the teaching and learning process. In the teaching process, the teacher provides new knowledge to students and through that, the teacher carries

out the task of educating and developing students. As for students, the teacher needs to proactively control and guide the class so that students can actively acquire knowledge and systematically master knowledge and turn that knowledge into their own. Therefore, the teacher needs to do the following:

Apply thoroughly and appropriately the principles of physical education and sports teaching: Ideological principles, intuitive principles, comprehensive principles, a system of principles suitable to the student's ability to absorb, and the principles of consolidation and improvement.

Use physical education teaching methods well, suitable for content and movements; complete and segmented methods, explanation and demonstration methods, practice methods, methods of correcting incorrect movements...

Have a specific and reasonable teaching plan and method of conducting physical education hours.

#### **Have a regular and long-term plan to foster professional expertise for lecturers:**

Based on maintaining and improving the quality of activities of the school's sports movement management organization structure, ensuring the assignment of functional departments, strengthening the direction of the board of directors, closely coordinating the activities of the physical education department with mass organizations and functional departments to create all favorable conditions for the development of the school's sports movement in many forms.

Building a physical education department management organization structure. To assign responsibilities to each subject, and each teaching staff, ensure the completion of the tasks and responsibilities of teachers, which are teaching in class, building plans to develop the school's physical education movement; and proposing scientific experience initiatives. Organizing and guiding the extracurricular training movement of students and coaches of teams participating in sports competitions at the school, industry, ministry level, etc. It is necessary to assign professional groups to suit the teaching conditions and the teaching staff. The application of rebuilding the detailed curriculum for the school's physical education subject will be proactive in selecting a teaching staff suitable to their abilities. Therefore promoting the strengths of each teacher to apply in the implementation of educational education is very good. Not only creating efficiency for physical education but also creating exciting movement activities in organizations, meeting the requirements of society and the school.

Staff work: It is necessary to strengthen political and ideological education, and raise teachers' sense of responsibility for improving the quality of physical education for students and the school's sports movement. Organize professional activities, send staff to attend professional training courses, and complete postgraduate training for lecturers, especially young lecturers.

**Ensure facilities and funding for facilities:** To improve the quality of physical education and sports activities for students, it is necessary to ensure the conditions of facilities and funding for teaching physical education subjects in the curriculum as well as extracurricular activities and self-training of students. Specifically as follows:

Renovate and upgrade the playground to make the most of the school's conditions for teaching and training.

Ensure the purchase of equipment for teaching and training in sufficient quantity and quality.

Organize extracurricular activities for students, contributing to the completion of the learning content of the main school hours and the standards of sports training.

Organize the construction of sports clubs, and mass sports activities.

Expand and strengthen sports competitions among students, attracting more and more students to participate in cheering.

Have timely priority policies such as adding points to subjects, exempting students from studying subjects that have achieved high results in the clubs they participate in as well as high results in sports competitions for the school to promote learning motivation, encourage the spirit of learning and training of students.

To build large-scale and high-quality sports facilities such as artificial turf fields, swimming pools, volleyball courts, basketball courts, handball courts, and some high-quality training equipment, etc., it is necessary to call for investment from individuals, groups and businesses that intend to do sports business. To do that, we need to create a more open legal corridor and mechanism, encouraging all organizations, groups, and individuals to participate.

There needs to be a program to visit some professional schools nationwide that have successfully implemented the development of school sports models.

Build a school sports team in strong subjects to compete in competitions, and compete for prizes on occasions organized inside and outside the school.

### Conclusion

Physical education is a pedagogical process to educate and train the younger generation to be physically and mentally perfect, improve working ability and prolong human life. Physical education includes two specific characteristics: teaching movements and developing physical qualities. The young generation (university students) are the future owners of the country, the owners of the world, and the driving force for social development. Youth have abundant vitality and creativity and are invaluable living resources for the development and prosperity of a country. Promoting physical education and school sports, ensuring the requirements of comprehensive human development, creating the foundation for the development of high-performance sports and contributing to building a healthy lifestyle among young people is a consistent viewpoint of the Party and the State of Vietnam.

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