



Management measures for implementing the physical education curriculum at the vietnam national university ho chi minh city center for sport

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Abstract

The findings on the current state of management of the physical education (PE) curriculum implementation at the Vietnam National University Ho Chi Minh City Center for Sport (the SC, VNU-HCM) reveal several existing limitations and shortcomings. These include: (1) a lack of synchronization in facilities and infrastructure, which has not adequately met the diversity of courses within the PE curriculum; (2) an insufficient number of lecturers in relation to the large student population across Vietnam National University Ho Chi Minh City (VNU-HCM); (3) the leadership of the SC, VNU-HCM not fully adapting to changes in the management and implementation context; (4) shortcomings in management mechanisms, policies, and regulatory frameworks; as well as (5) limited application of information technology in management activities and constraints in managerial awareness.

The research also identifies four groups of subjective and objective factors that are intertwined and collectively influence the effectiveness of management of PE curriculum implementation at the SC, VNU-HCM. Based on the identified limitations in the current situation and the influencing factors, the research proposes four management measures for implementing the PE curriculum at the SC, VNU-HCM. The results of expert consultations and interviews indicate that all proposed measures were assessed as highly feasible, with mean scores ranging from 3.21 to 3.44.

Keywords: Curriculum implementation management, Influencing factors, Management measures for curriculum implementation, Physical education course

Introduction

Currently, approaches to curriculum management are no longer developed solely based on economic-technical considerations but have been expanded and integrated across philosophical, psychological, educational, and sociological foundations. Within this framework, the curriculum management approach increasingly emphasizes the roles of supervision and administration, particularly the organization and implementation of educational programs in university practice. This approach emerged in the early twentieth century, originating from the need to operate educational institutions according to organizational-administrative models, and later became a dominant perspective in the field of educational management. According to Nguyen Duc Chinh (2008) ^[20], under this approach, managers do not primarily focus on designing or analyzing curriculum content; rather, they concentrate on organizing, coordinating, and implementing the curriculum to ensure effectiveness in the management of curriculum implementation.

In the context of sports management in general and PE curriculum in particular, management activities are regarded as an essential component of overall social management and school administration. In Vietnam, most existing studies have paid limited attention to the field of management of curriculum implementation; instead, they have primarily focused on analyzing and proposing management models for PE teaching activities at the university level or on managing the content of PE courses.

Within the current trend of fundamental and comprehensive reform of higher education in Vietnam, PE is recognized as

a crucial subject, playing an important role in the development of physical fitness, intellectual capacity, and life skills of the younger generation - key elements that constitute the competitiveness of high-quality human resources and contribute to the goal of holistic education (knowledge, skills, ethics, and particularly health). However, the practical management of PE curriculum implementation at Vietnamese universities in general, and at the SC, VNU-HCM in particular, still reveals several shortcomings. These include inadequate and unsynchronized facilities that fail to support the diversity of PE disciplines; an insufficient number of lecturers relative to the student population; limited adaptability of the SC, VNU-HCM, and the VNU-HCM leadership to changes, especially during the COVID-19 period; and weaknesses in planning, organization, direction, and supervision due to the lack of a dedicated educational management software system.

In response to these practical challenges, this research proposes management measures for the implementation of the PE curriculum that are tailored to the actual conditions of the SC, VNU-HCM. These proposed measures are not only of urgent practical significance but also possess scientific value, contributing to the enhancement of the effectiveness of PE curriculum management at the SC, VNU-HCM.

Research Methods

During the research process, the following methods were employed:

▪ **Documentary research method**

Purpose: Based on the synthesis and analysis of relevant documents, the researcher developed research instruments to investigate the current status of the study topic.

Content: Documents were searched for and collected from books, textbooks, specialized journals, doctoral dissertations, master's theses, and other domestic and international publications related to the PE curriculum, the management of PE curriculum implementation, factors influencing this process, as well as materials concerning solutions and management measures aimed at improving the effectiveness of the PE curriculum.

Procedure: The researcher outlined the required content areas and conducted a systematic search for relevant documents, followed by analysis and discussion of issues related to the PE curriculum and the management of PE curriculum implementation.

▪ **Questionnaire survey method**

Purpose: This was the primary research method used to collect quantitative data through questionnaires to address the research questions (Vu Cao Dam. 1995 ^[29]); (Le Van Lam & Nguyen Xuan Sinh. 1999 ^[10]); (Nguyen Van De & Pham Minh Hung. 2013) ^[22].

Content: The survey was conducted to collect data for assessing the current status of the PE curriculum and the management of its implementation, as well as to identify the underlying causes of the existing situation. In addition, this method was employed to examine the necessity and feasibility of the proposed management measures.

Procedure: To conduct the questionnaire survey, the researcher selected the sample, distributed questionnaires, and collected responses from the following participants: 24 administrators involved in PE curriculum implementation from seven member and affiliated institutions of the VNU-HCM, including representatives of university leadership and heads of academic or training management departments, as well as administrators from the SC, VNU-HCM (including the Board of Directors, management staff of the General Affairs Office, and heads of PE departments).

▪ **Expert interview method**

Purpose: This method was employed to collect expert opinions through discussion and consultation with individuals who possess in-depth knowledge and experience related to the research topic. The expert interviews aimed to supplement and refine the development of the questionnaire as well as to inform the proposal of management measures for the implementation of the PE curriculum that are appropriate to the actual conditions of the SC, VNU-HCM.

Content: Based on the pool of respondents who participated in the questionnaire survey, the researcher conducted in-depth individual interviews with 10 administrators holding leadership and management positions from university executive boards and academic/training management departments of member institutions implementing the PE curriculum within VNU-HCM. The interviews focused on issues related to the management of PE curriculum implementation at the SC, VNU-HCM.

Procedure: The research employed purposive convenience sampling and conducted face-to-face interviews with selected participants after obtaining their informed consent. The information collected was synthesized and analyzed to further clarify and complement the quantitative data obtained from the questionnaire survey.

▪ **Data Processing Method**

Purpose: This method is used to process quantitative data and qualitative information obtained from surveys using questionnaires (Do Vinh - Huynh Trong Khai. 2008); (V.X. Ivanov. 1996).

Content and methodology: The author used SPSS software to process and analyze quantitative data. The statistical operations used in this study are descriptive statistical analysis such as mean, standard deviation, frequency, and percentage, from which comparisons, observations, and discussions are made regarding the research problem.

Theoretical basis

Researchs on the conditions for implementing the PE curriculum consistently affirm that physical facilities play a foundational role and exert a direct influence on the effectiveness of curriculum management and implementation. According to (Leithwood et al. 2004) ^[11], an adequate and appropriate physical environment creates favorable conditions for key management functions such as planning, organizing, directing, and monitoring to be carried out effectively. From the perspective of curriculum theory, (Diamond. 1997) ^[3] emphasizes a learner-centered approach to curriculum development, in which objectives, content, teaching methods, and assessment are closely aligned and continuously improved. (Bailey. 2006) ^[1] and (Kirk. 2010) ^[8] further argue that, within the context of Physical Education, facilities significantly affect the feasibility of applying innovative teaching methods. At the same time, lecturers are required to possess not only solid professional knowledge but also practical skills and organizational competencies suited to diverse groups of students. Empirical studies by (Nguyen Van Hoa. 2016) ^[24] also reveal that current shortcomings in PE curricula are primarily associated with inadequate and inconsistent physical facilities, limitations in the quality of teaching staff, and insufficient diversity in instructional content.

In a research on the PE curriculum at several universities in Ho Chi Minh City, Vietnam, (Nguyen Dang Chieu. 2009) ^[19] proposed five groups of solutions aimed at improving course quality, including: (1) strengthening leadership and organization in curriculum implementation; (2) developing the teaching staff; (3) upgrading physical facilities; (4) innovating teaching methods; and (5) enhancing coordination among units within the university. These findings indicate that effective management of PE does not rely solely on material conditions, but rather requires a synchronous integration of human, organizational, and methodological factors. Based on classical management theory, (Fayol. 1949) identified four fundamental management functions: planning, organizing, directing (leading), and controlling. This functional framework also serves as a critical foundation for the SC, VNU-HCM in managing the implementation of the PE curriculum. Among these functions, planning plays a pivotal role by defining objectives, methods, and the necessary resources for the

implementation process (Dang Thi Dieu Hien. 2016) ^[24]. In addition, the controlling and monitoring function serves as a quality assurance mechanism, facilitating adjustment and continuous improvement. It is regarded as a feedback process that compares actual outcomes with predetermined objectives, enables timely correction of deviations, and supports the forecasting of future results (Mocklers. 1972 ^[16]); (Doan Thi Thu Ha & Nguyen Thi Ngoc Huyen. 2002) ^[5].

In a research entitled “Solutions to improve the quality of physical education activities at member universities of VNU-HCM”, (Hoang Ha. 2016) ^[7] reported that the current state of PE curriculum at universities within the VNU-HCM still faces numerous difficulties and shortcomings. These include shortages of sports fields, facilities, and equipment; an insufficient teaching workforce in terms of quantity, qualifications, and pedagogical competence; and a PE curriculum whose instructional time does not fully comply with regulations of the Ministry of Education and Training. In addition, the curriculum content remains insufficiently diverse and rich, and the level of physical activity intensity during PE classes is relatively low.

Furthermore, several other studies related to this research topic have been conducted, such as: (Ngo Quang Huy. 2016) ^[23], “Research on solutions to innovate the activities of the Center for PE and Sports, Vietnam National University, Hanoi”; (Tran Huy Quang. 2019) ^[27], “Research on solutions to enhance the effectiveness of PE at Hanoi University of Science and Technology”; (Nguyen Minh Cuong. 2020) ^[21], “Research on developing solutions to enhance the quality of PE at Phu Yen University”; (Phung Xuan Dung. 2017) ^[25], “Research on solutions to improve the effectiveness of extracurricular sports activities for students at Hanoi University of PE and Sports”; and (Vo Nhat Son et al. 2022), “Solutions to improve the effectiveness of PE and sports activities at Ho Chi Minh City Open University”.

From a practical perspective, the survey conducted at the SC, VNU-HCM reveals several persistent limitations, including inconsistent awareness among different levels of administrators and lecturers regarding the role of the PE course; planning activities that remain insufficiently scientific and lack a long-term orientation; implementation that is still heavily administrative in nature and lacks interdisciplinary coordination; management and leadership mechanisms that fail to ensure coherence and flexibility; and inspection and supervision activities that have not been given adequate attention and are largely formalistic. These issues directly affect the effectiveness of PE curriculum implementation, thereby constraining the development of students’ motor skills, physical fitness, and volitional qualities, core outcomes that physical education is intended to achieve.

Based on the above theoretical foundations, it can be concluded that the management of PE curriculum implementation must be situated within the overall relationship between material conditions and the teaching staff, while closely adhering to the fundamental management functions (planning, organizing, directing, and monitoring - supervision). At the same time, it must respond to the specific characteristics of the PE curriculum, which emphasize the development of motor skills and the enhancement of students’ physical fitness. This constitutes the scientific and practical basis for identifying and

formulating management measures that are appropriate, feasible, and effective.

Results and Discussion

1. Practical foundations for proposing management measures for the implementation of the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Based on the current status of the management of physical education curriculum implementation at the SC, VNU-HCM, the research findings reveal several limitations, as the program objectives are generally perceived positively; however, they need to be further concretized through appropriate content and teaching methods. The curriculum content lacks flexibility and elective components and therefore requires adjustment to better align with the characteristics and learning needs of VNU-HCM students. Although the curriculum structure is reasonably designed in accordance with the credit-based system, further consideration should be given to the sequencing of content and the allocation of instructional time. The conditions ensuring curriculum implementation (including financial resources, facilities, and teaching staff) are evaluated relatively positively; nevertheless, a discrepancy remains between expectations and actual conditions. Greater investment in facilities and financial resources is required to improve the supporting conditions for the implementation of the PE curriculum, particularly in relation to the professional expertise of lecturers, which remains limited. In addition, it is necessary to further strengthen coordination capacity and enhance the efficiency of resource utilization. Although inspection and supervision activities have been implemented in a relatively systematic manner, especially during the review and reflection stages, they should be reinforced through more regular monitoring of implementation conditions, clearer documentation of evidence, and timely feedback to training institutions. These improvements are essential to enhance the effectiveness, comprehensiveness, and sustainability of curriculum implementation management.

Based on the factors influencing the management of PE curriculum implementation, the findings indicate that lecturers’ professional competence is the most influential factor (Mean = 4.60). Other factors, including management mechanisms, policy frameworks, application of information technology, awareness of administrators and lecturers, as well as students’ awareness, also demonstrate a high level of consensus, with mean scores ranging from 4.15 to 4.25. However, the current situation reveals several systemic limitations arising from the interwoven effects of both objective and subjective factors. These include the large scale of student enrollment, increasingly stringent requirements imposed by policy documents, limited investment in facilities and financial resources, an insufficient number of full-time lecturers, excessive teaching load due to class sizes exceeding prescribed standards, and the lack of modern information technology applications in management. Such constraints hinder the optimal utilization of existing resources. As a consequence, the PE curriculum is implemented with limited diversity and has not fully met students’ needs or ensured their right to choice in terms of sport disciplines and class schedules, particularly in cases of timetable conflicts with other academic courses. Overall, the current situation reflects a

dialectical relationship between positive awareness and limited supporting conditions, as well as between growing demand and training scale, and the institution's constrained capacity to respond. This context presents both challenges and opportunities for the SC, VNU-HCM to pursue comprehensive improvement strategies, ranging from

strengthening communication and awareness-raising efforts to increasing investment in resources, applying information technology in management, and improving the monitoring and supervision system.

Based on the SWOT analysis

Table 1: SWOT analysis at the Vietnam National University Ho Chi Minh City Center for Sport

Internal Factors	External factors
Strengths (S)	Opportunities (O)
- A dedicated and enthusiastic teaching staff with a high level of professional expertise. - Sports facilities that basically meet the instructional requirements of the curriculum. - Strong support from the leadership of VNU-HCM and its member institutions.	- Physical Education (PE) policies are being prioritized in national education development strategies. - Students' demand for improving physical fitness and maintaining health is increasingly growing. - There are opportunities for collaboration with domestic and international sports organizations.
Weaknesses (W)	Threats (T)
- Some sports facilities are deteriorated and lack uniformity. - An insufficient number of lecturers in accordance with regulations, resulting in a thin human resource structure. - The absence of a clear and standardized quality assurance and accreditation system for the PE curriculum.	- Competition for resources with other training centers both within and outside VNU-HCM. - The impact of online learning trends on the implementation of PE activities. - Changes in students' sports interests and preferences toward more modern forms, requiring a high level of adaptability in PE curriculum.

Based on the Legal basis

Pursuant to the Law on Education of Vietnam No. 43/2019/QH14 dated June 14, 2019^[18];

Pursuant to Government Decree No. 11/2015/ND-CP dated January 31, 2015^[6], on Physical Education and sports activities in educational institutions;

Pursuant to Circular No. 07/2015^[12]/TT-BGDDT of the Ministry of Education and Training dated April 16, 2015^[12], stipulating the minimum knowledge requirements and competency standards that learners must achieve upon graduation at each level of higher education, as well as the procedures for the development, appraisal, and promulgation of undergraduate, master's, and doctoral training programs in Vietnam;

Pursuant to Circular No. 25/2015^[12]/TT-BGDDT of the Ministry of Education and Training dated October 14, 2015^[12], regulating the Physical Education course curriculum within undergraduate training programs;

Pursuant to Circular No. 20/2020^[14]/TT-BGDDT of the Ministry of Education and Training dated July 27, 2020^[14], regulating the working regime of lecturers in higher education institutions;

Pursuant to Circular No. 08/2021^[15]/TT-BGDDT of the Ministry of Education and Training dated March 18, 2021^[15], promulgating the Regulations on undergraduate education.

2. Principles for proposing management measures in implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

The formulation of management measures for the implementation of the PE curriculum should comply with fundamental principles to ensure feasibility, effectiveness, and suitability to the specific characteristics of the PE curriculum at the SC, VNU HCM. These principles include: Principle of goal orientation: the management measures for implementing the PE curriculum must be developed in alignment with the educational objectives stipulated in relevant legal and regulatory documents. The objectives of the PE curriculum are not limited to improving students' physical fitness but also contribute to the realization of

comprehensive education goals, encompassing morality, intellect, physical health, and aesthetics.

Principle of practicality: ensuring practicality enables management measures to be applicable and effective within the current context of the SC, VNU HCM. The proposed measures should be derived from the actual state of curriculum implementation management and the specific conditions of member and affiliated institutions within the VNU-HCM, while also being appropriate to the characteristics, needs, psychological traits, and physical activity habits of VNU-HCM students.

Principle of scientific validity and feasibility: management measures for PE curriculum implementation must be grounded in scientific principles, based on research findings, surveys, and investigations derived from practice, as well as analyses of both qualitative and quantitative data. The information used in formulating these measures should be reliable and collected from official sources such as academic studies, educational statistics, institutional reports, expert interviews, and surveys of administrators and lecturers. Feasibility is a mandatory requirement to ensure that the proposed measures can be effectively implemented in practice.

Principle of continuity and development: the management of PE curriculum implementation is a continuous and evolving process; therefore, proposed measures should not be entirely detached from management models that have proven effective in previous practice. Instead, they should inherit and further develop such models, including measures aimed at improving lecturers' professional competence (Do Thi Ngan. 2022) and enhancing financial and accounting management practices (Le Thi Thuy. 2023).

3. Management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

3.1. Measure 1: Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the Vietnam National University Ho Chi Minh City Center for Sport

This measure focuses on maximizing the utilization of existing physical facilities owned by the SC, VNU-HCM, and transforming current challenges into opportunities for sustainable and effective development.

Purpose of the Measure: the purpose of this measure is to comprehensively enhance the efficiency of utilization and the practical value of existing physical facilities, while simultaneously developing a strategic roadmap for the construction and upgrading of facilities at the SC, VNU-HCM. This approach aims to optimize available resources under current constraints and to establish a solid physical foundation for future development. Smart investment and effective facility management will directly contribute to improving the quality of PE curriculum implementation and to building the image of a modern, professional center capable of meeting the increasingly diverse and demanding needs of VNU-HCM and the wider community in physical education and sport.

Contents of the Measure: Comprehensive and quantitative assessment of facility utilization efficiency: conduct in-depth surveys and collect quantitative data on the actual utilization capacity of each facility area (sports fields, gymnasiums) and teaching equipment by time slots and locations. Analyze these data to identify inefficiencies, bottlenecks, and root causes of underutilization, such as excessive idle time, insufficient equipment, deteriorated facilities, or suboptimal spatial organization.

Development of periodic maintenance, repair, and replacement plans: establish detailed preventive maintenance schedules and procedures for all facilities to ensure safety and extend the lifespan of teaching equipment. At the same time, develop a prioritized list of facilities and equipment requiring repair, upgrading, or replacement based on their condition, frequency of use, and technological relevance.

Optimization of spatial layout and functional use: review the current spatial arrangement and explore solutions to reorganize facility layouts to maximize usable space, improve circulation, and enhance functionality and aesthetics, particularly in multifunctional training rooms and shared areas.

Application of technology in facility management: implement specialized software solutions to manage facility and equipment scheduling, monitor maintenance status, and collect real-time data on equipment utilization efficiency, thereby supporting timely replacement, upgrading, or changes in equipment suppliers.

Implementation of the Measure: Develop a comprehensive review plan of existing facilities and formulate phased investment, upgrading, and maintenance plans (short-term, medium-term, and long-term), prioritizing facilities directly serving high-demand PE courses.

Apply facility management software to allocate sports fields and teaching equipment efficiently in alignment with teaching schedules.

Organize training sessions for lecturers and technical staff to enhance effective and safe use of teaching equipment.

Issue internal regulations and guidelines on facility usage, and assign responsible staff to supervise facility use and maintenance in each area.

Establish regular inspection procedures to evaluate facility utilization efficiency, collect feedback from lecturers and students regarding equipment conditions, and promptly address emerging issues.

Conditions for Implementation: Strong support and decisive leadership from the Board of Directors of the SC, VNU- HCM, which plays a critical role in resource allocation, plan approval, and implementation enforcement. A stable and sufficient budget dedicated to construction, maintenance, and periodic upgrading activities, supported by a clear and transparent financial plan for facility development projects.

A competent team of specialized staff with adequate technical expertise to manage, operate, and maintain facilities, as well as the capacity to analyze utilization performance data.

The establishment of transparent mechanisms, procedures, and policies for facility coordination, sharing, and leasing, including clear regulations on rental fees, usage duration, maintenance responsibilities, and safety requirements.

The development of framework contracts or cooperation agreements for different types of partners to ensure legal compliance and protect the interests of all parties involved.

The establishment of priority mechanisms ensuring that formal PE courses and key VNU -HCM activities are given precedence in facility usage.

3.2. Measure 2: Enhancing lecturer capacity and innovating teaching methods for physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

This measure represents a core strategy for elevating the quality of PE teaching, not only by strengthening professional knowledge but also by inspiring students and fostering lifelong physical activity habits among VNU-HCM students.

Purpose of the Measure: the purpose of this measure is to comprehensively develop the professional capacity of lecturers at the SC, VNU-HCM, with particular emphasis on advanced disciplinary expertise, modern pedagogical competence, and the ability to effectively integrate technology into teaching. Through this approach, the quality of PE instruction is expected to improve significantly, meeting the requirements of higher education reform and creating positive changes in the development of students' motor competence, social skills, and positive attitudes toward physical activity.

Contents of the Measure: Evaluation of lecturer capacity and identification of professional development needs: conduct comprehensive evaluations to identify competency gaps and determine individualized professional development needs for PE lecturers.

Development of structured professional development pathways: design systematic professional development plans, including participation in periodic training programs that extend beyond disciplinary expertise to encompass classroom management skills, communication, problem-solving, and innovative teaching mindsets.

Innovation in teaching methods: encourage the adoption of modern, student-centered teaching models that enhance experiential learning, increase practical engagement, and support personalized learning approaches in PE instruction. Development of professional learning communities: strengthen subject-based professional groups, establish internal learning environments, promote experience sharing and pedagogical innovation, and foster academic professional communities within the SC, VNU-HCM.

Implementation of the Measure: Conduct surveys to assess lecturers' professional development needs and formulate thematic training plans aligned with identified priorities and career development pathways. Organize regular professional training workshops, develop online professional development courses, establish subject-based professional groups, and implement mentoring programs pairing experienced lecturers with early-career lecturers. Issue institutional policies encouraging teaching innovation and assign specialized academic units to monitor and support professional and scholarly activities.

Conditions for Implementation: Clear strategic orientation and strong commitment from leadership at all levels. Adequate financial resources to support professional development activities and teaching materials. A dedicated and motivated teaching staff as the key factor in knowledge dissemination and the formation of a strong academic community. A transparent evaluation system to assess the effectiveness of professional development activities, accompanied by clear incentive and recognition mechanisms that fairly acknowledge teaching innovation and are closely linked to lecturers' career development pathways.

3.3. Measure 3: Strengthening consistency and effectiveness in the implementation of the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

This measure reinforces the leadership, coordination, and connecting role of management staff at the SC, VNU-HCM, ensuring that the Physical Education (PE) curriculum is implemented consistently, effectively, and with strategic vision across the entire VNU-HCM system.

Purpose of the Measure: the purpose of this measure is to consolidate and enhance the unified leadership and governance role of the SC, VNU-HCM in implementing the PE curriculum across member institutions. This ensures consistency in orientation, feasibility in implementation, and effectiveness in educational governance, thereby contributing to the development of a strong and integrated PE ecosystem throughout VNU-HCM.

Contents of the Measure: Review and issuance of regulations and implementation guidelines: review, update, and promulgate regulations and guidelines for implementing the PE curriculum to ensure legal compliance, consistency, and flexibility in accordance with the specific characteristics of each member institution.

Establishment of coordination mechanisms: develop clear coordination processes and communication channels between the SC, VNU-HCM and functional departments

and training institutions to ensure smooth information flow and timely adjustments.

Strategic leadership activities: organize annual implementation conferences, regular coordination meetings, professional seminars, and bilateral working sessions to monitor progress and address emerging challenges. Assignment of focal coordinators: designate focal persons and assign coordination officers at each training institution to serve as a bridge between the SC, VNU-HCM and member units, ensuring flexibility and responsiveness in implementation.

Data-informed leadership and decision-making: base management decisions on monitoring results, supervision data, and feedback from lecturers, students, and administrators to enhance governance effectiveness.

Implementation of the Measure: Develop an annual implementation plan for the PE curriculum, clearly assigning responsibilities to each unit and individual. Organize annual launch conferences and regular coordination meetings with representatives from member institutions, and establish focal coordination units at each training institution. Issue implementation guidelines and make contextual adjustments to the curriculum, establish clear coordination mechanisms, and form a dedicated committee responsible for curriculum implementation. Establish periodic reporting systems, monitor progress through management software, conduct mid-term evaluations and annual reviews, and collect feedback from administrators, lecturers, and students.

Conditions for Implementation: Consistent leadership and direction from the VNU-HCM to ensure the SC, VNU-HCM has sufficient authority and institutional standing in managing the PE curriculum. Commitment and proactive engagement from member training institutions, recognizing the importance of PE and actively coordinating with the SC, VNU-HCM. Standardized coordination regulations and information systems to ensure continuous and effective communication and feedback. Allocation of dedicated personnel and stable financial resources to support sustainable coordination and leadership activities. Flexible and timely problem-solving mechanisms to address challenges arising during implementation.

3.4. Measure 4: Strengthening monitoring and supervision of resources for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Monitoring and supervision constitute an essential management function in the implementation of the PE curriculum, serving not only to detect shortcomings but also as a timely feedback mechanism that enables continuous system improvement and adaptability.

Purpose of the Measure: this measure aims to establish a rigorous, objective, and systematic monitoring and supervision mechanism for the allocation and utilization of

key resources (facilities, lecturers, and financial resources) supporting PE curriculum implementation. The goal is to enhance management effectiveness, ensure transparency, accountability, and improve the system's capacity to adapt in a continuously evolving context.

Contents of the Measure: Development of a comprehensive monitoring and supervision system: establish processes, tools, and inspection schedules covering all major resource groups, from planning and allocation to utilization and maintenance.

Development of Key Performance Indicators (KPIs): define specific quantitative indicators for each type of resource to measure not only usage but also effectiveness (e.g., facility utilization rates and idle time, alignment between lecturers' expertise and teaching assignments, accuracy and efficiency of budget utilization).

Application of information technology in monitoring: utilize management software to collect, aggregate, monitor, and analyze real-time data on resource utilization, thereby enhancing supervisory and forecasting capacity.

Establishment of cross-checking and data validation mechanisms: implement internal cross-monitoring procedures among units, including inspection of teaching hours, professional competence, facilities, and equipment, to ensure objectivity, detect anomalies, and prevent formalistic compliance. Integrate feedback from training institutions and students to ensure multi-dimensional evaluation.

Risk analysis and forecasting: use monitoring data to identify early risks related to inefficiency, waste, or shortages in teaching equipment and qualified lecturers, enabling timely preventive and corrective measures.

Implementation of the Measure: Develop periodic and ad hoc inspection plans by semester, specifying evaluation criteria for resource utilization (facility usage rates, teaching equipment use, actual teaching hours).

Establish interdisciplinary inspection teams involving the General Affairs Department and subject divisions to inspect teaching activities, lecturer expertise, facilities, and equipment.

Apply management software for data collection and analysis, implement cross-inspections among units, and promulgate regulations on inspection and violation handling.

Assign specialized inspection staff with clearly defined authority and responsibilities.

Synthesize inspection results, prepare evaluation reports, organize feedback meetings, propose corrective measures, and disseminate internal reports to enhance transparency and encourage proactive improvement.

Conditions for Implementation: A centralized management data system and specialized software as the technological foundation for effective data collection, analysis, and reporting.

A competent and empowered inspection unit, with staff trained in data analysis and evaluation and vested with sufficient authority to perform supervisory functions.

Clear coordination regulations between the General Affairs Department and subject divisions to ensure smooth inspection processes without disrupting operations.

Transparent incentive and sanction mechanisms, including recognition for effective performance and clear corrective measures for inefficiencies or violations.

Pilot testing of management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

The purpose of this pilot testing is to collect empirical data to evaluate the relevance and feasibility of the proposed management measures for implementing the PE curriculum. The survey results are subjected to in-depth analysis in order to adjust, supplement, or replace the proposed measures where necessary. This process contributes to the development of an effective, flexible, and context-appropriate management framework for PE curriculum implementation at the SC, VNU-HCM. At the same time, the pilot testing serves to verify the practical applicability and reliability of the proposed measures, ensuring their feasibility for real-world implementation.

1. Contents and Procedures of the Pilot Testing

▪ Contents of the Pilot Testing: the pilot testing focuses on two core aspects:

First aspect: To what extent are the proposed management measures necessary for the management of undergraduate-level Physical Education curriculum implementation under current conditions?

Second aspect: Given the current conditions at the SC, VNU-HCM, to what extent are the proposed management measures feasible for managing the implementation of the undergraduate PE curriculum?

Procedures of the Pilot Testing: to establish a scientific basis for proposing management measures for PE curriculum implementation at the SC, VNU-HCM, a structured questionnaire was developed to assess both the level of necessity and the level of feasibility of the proposed measures in accordance with the pilot testing objectives. The questionnaire was designed for administrators and managers directly involved in the implementation of the PE curriculum at the SC, VNU-HCM. Responses were collected using a predefined rating scale, as described below:

Table 2: Rating scale and classification levels of feasibility and necessity of management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Scoring scale	Average score	Rating level
4 points	3,26 - 4,00	Very feasible; Very necessary
3 points	2,51 - 3,25	Feasible; Necessary
2 points	1,76 - 2,50	Less feasible; Less necessary
1 points	1,00 - 1,75	Not feasible; Not necessary

2. Results of the survey on the necessity of management measures for implementing the Physical Education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

The survey results indicate that all four management measures for implementing the PE curriculum were highly rated (overall mean = 3.46; standard deviation = 0.51). Among them, Measure 4, Strengthening monitoring and

supervision of resources for implementing the PE curriculum at the SC, VNU-HCM, achieved the highest mean score (Mean = 3.56), highlighting the importance of the inspection function in ensuring transparency, timely adjustments, and enhanced effectiveness in managing curriculum implementation—an essential element in curriculum development cycle theory. Ranked second was Measure 1, Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the SC, VNU-HCM, with a mean score of 3.46. This result confirms the foundational role of physical facilities in organizing and delivering PE instruction. This outcome may stem from teaching staff's clear awareness that investment in and upgrading of facilities is a long-term requirement but is often constrained by policy and financial limitations. Ranked third was Measure 3,

Strengthening consistency and effectiveness in the implementation of the PE curriculum at the SC, VNU-HCM, with a Mean score of 3.44, reflecting the need for coordinated mechanisms and integrated leadership among units within the system. Meanwhile, Measure 2, Enhancing lecturer capacity and innovating teaching methods for PE curriculum at the SC, VNU-HCM, although strategically important in the long term, received the lowest ranking with a mean score of 3.36. This may be attributed to the subjective perception that lecturers' professional qualifications already sufficiently meet the requirements of the PE curriculum, thereby reducing the perceived urgency of this measure, or to the view that improvements in physical facilities have a more immediate impact on teaching methods, making facility enhancement a higher priority.

Table 3: Descriptive statistics of the evaluation results on the necessity of management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Management measures for PE curriculum implementation at the SC, VNU-HCM		Level of necessity		
		Rank	Mean	SD
Measure 1	Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the SC, VNU-HCM	2	3.46	0.51
Measure 2	Enhancing lecturer capacity and innovating teaching methods for PE curriculum at the SC, VNU-HCM	4	3.36	0.51
Measure 3	Strengthening consistency and effectiveness in the implementation of the PE curriculum at the SC, VNU-HCM.	3	3.44	0.50
Measure 4	Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM	1	3.56	0.52
Overall mean			3.46	0.51

3. Results of the feasibility assessment of management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

The survey results indicate that all proposed management measures were assessed as highly feasible, with mean scores ranging from 3.31 to 3.44 on a four-point Likert scale.

The standard deviation values were relatively low, ranging from 0.47 to 0.50, reflecting a high level of consensus and stability in respondents' evaluations. These findings suggest that the proposed management measures are not only theoretically appropriate but also practically applicable in the current operational context of the SC, VNU-HCM.

Table 4: Descriptive statistics of the feasibility evaluation of management measures for implementing the physical education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Management measures for PE curriculum implementation at the SC, VNU-HCM		Level of feasibility		
		Rank	Mean	SD
Measure 1	Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the SC, VNU-HCM	3	3.35	0.48
Measure 2	Enhancing lecturer capacity and innovating teaching methods for PE curriculum at the SC, VNU-HCM	4	3.21	0.47
Measure 3	Strengthening consistency and effectiveness in the implementation of the PE curriculum at the SC, VNU-HCM.	2	3.36	0.50
Measure 4	Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM	1	3.44	0.50
Overall mean			3.36	0.49

The results of the feasibility assessment indicate that all four proposed management measures were evaluated positively, with an overall mean score of 3.36, reflecting a high level of practical feasibility. Among them, Measure 4, Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM, achieved the highest mean score (Mean = 3.44), demonstrating a strong level of readiness in terms of human resources, operational procedures, and implementation tools. Measure 3, Strengthening consistency and effectiveness in the implementation of the PE curriculum at the SC, VNU-HCM, with a mean score of 3.36, indicates that the Center

possesses adequate coordination capacity and effective collaborative mechanisms with member institutions. Measure 1, Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the SC, VNU-HCM, although requiring substantial resources, was still assessed as feasible, provided that appropriate investment strategies and the application of information technology are adopted. In contrast, Measure 2: Enhancing lecturer capacity and innovating teaching methods for PE curriculum at the SC, VNU-HCM recorded the lowest mean score (Mean = 3.21), reflecting practical constraints related to time, limited facilities, and financial

resources. Additionally, this measure has been partially addressed in previous studies (Do Thi Ngan. 2022), which may contribute to its relatively lower perceived feasibility at the present stage. Nevertheless, this measure remains a long-term strategic orientation that should continue to be promoted in parallel with other management measures.

4. Results of Priority Ranking of the Management Measures

The survey results indicate that all four proposed management measures were highly evaluated in terms of both necessity and feasibility, with mean scores ranging from 3.31 to 3.56 on a four-point scale, reflecting a strong level of positive consensus among the respondents.

The priority index, calculated as the sum of the necessity and feasibility scores, ranged from 6.67 to 7.00, enabling the identification of the implementation priority order of the proposed measures in practice. Accordingly, the priority ranking is as follows: Measure 4, with a total priority score of 7.00; Measure 1, with a total score of 6.81; Measure 3, with a total score of 6.80; and Measure 2, with a total score of 6.67. These results suggest that measures related to monitoring and supervision of resources, as well as investment and effective utilization of physical facilities, should be prioritized in the initial stage of implementation to ensure the effectiveness and sustainability of PE curriculum management at the SC, VNU-HCM.

Table 5: Priority levels of management measures for implementing the Physical Education curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Management measures for PE curriculum implementation at the SC, VNU-HCM		Level of necessity (Mean)	Level of feasibility (Mean)	Total score (Priority)
Measure 1	Strengthening investment in the development, upgrading, and effective utilization of physical facilities and resources at the SC, VNU-HCM	3.46	3.35	6.81
Measure 2	Enhancing lecturer capacity and innovating teaching methods for PE curriculum at the SC, VNU-HCM	3.36	3.31	6.67
Measure 3	Strengthening consistency and effectiveness in the implementation of the PE curriculum at the SC, VNU-HCM.	3.44	3.36	6.80
Measure 4	Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM	3.56	3.44	7.00

Discussion

Based on the analysis of educational management theories and the results of practical surveys conducted at the SC, VNU-HCM, this research proposes four management measures aimed at improving the effectiveness of implementing the undergraduate PE curriculum. The proposed measures include: (1) strengthening investment in, upgrading, and effective utilization of facilities and equipment; (2) enhancing professional capacity and innovating teaching methods for the teaching staff; (3) strengthening inspection and supervision of resources to ensure effective program implementation; and (4) strengthening leadership and organizational management in the implementation of the program. The pilot evaluation results confirm that all four measures are highly necessary and feasible. In particular, Measure 4, Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM, achieved a mean score of 3.56 for necessity and 3.44 for feasibility. This finding reflects the strong concern and attention of administrators and lecturers at the SC, VNU-HCM, leading to a higher prioritization of this measure.

From a systems perspective, the four measures do not operate independently but instead form an interactive and mutually supportive network. Measure 1 (investment and effective utilization of facilities) is regarded as the material and technical foundation, serving as a necessary condition for organizing and sustaining PE activities. However, the effective use of these resources can only be realized through Measure 2 (enhancing capacity and innovating teaching methods), which acts as the central factor directly transforming resources into educational quality. At the same time, the effectiveness of these two measures depends significantly on Measure 3 (leadership and organizational implementation), which functions as the guiding and coordinating mechanism for the entire process, ensuring

coherence and synchronization across all components. Meanwhile, Measure 4 (inspection and supervision) plays the role of the “feedback nervous system” of the management framework, not only measuring and evaluating compliance with standards but also providing timely and scientific data to adjust deviations, thereby enhancing transparency and overall effectiveness.

The close integration of these four measures clearly reflects the logic of the Deming quality management cycle (PDCA). In the planning phase (Plan), Measures 1 and 2 define objectives, standards, and development-oriented investment directions; the implementation phase (Do) is carried out through teaching activities and the operation of facilities under the coordination of Measure 3; the checking phase (Check) is concretized through Measure 4; and finally, the adjustment and improvement phase (Act) is reflected in the supervisory and restructuring role of Measure 4, which feeds back into Measures 1 and 2 to initiate a new management cycle at a higher level. The synchronous implementation of these four measures not only ensures effective management of the PE curriculum at the SC, VNU-HCM but also contributes to the formation of a sustainable and self-regulating management ecosystem in which material resources, human resources, leadership, and supervision operate harmoniously. This is a prerequisite for continuous improvement in the quality of the PE curriculum, meeting the goal of comprehensive physical and mental development of students in the context of higher education reform in Vietnam today.

Conclusion

Based on theoretical research, practical surveys, and an analysis of factors influencing the management of the implementation of the PE curriculum at the SC, VNU-HCM, the research arrives at several key conclusions as follows:

Regarding the theoretical and practical foundations of the current status of implementation and management of the PE curriculum, the PE curriculum at the SC, VNU-HCM has been implemented in a relatively systematic, coordinated, and structured manner, in alignment with institutional training orientations. However, several limitations remain, including a curriculum content structure that is not yet fully logical and constraints in implementation conditions, particularly in terms of facilities and teaching staff. Although management activities have addressed all four management functions, their effectiveness has been uneven, especially in coordination, task assignment, and inspection and supervision. The research also identifies key influencing factors, among which lecturers' professional capacity is determined to be the most significant factor affecting the effectiveness of curriculum implementation management. In addition, factors such as policy frameworks, the application of information technology, the level of inter-unit coordination, as well as the awareness and attitudes of administrators and students, exert noticeable impacts. Based on the analysis of the current situation and the identification of influencing factors, the research proposes four management measures for implementing the PE curriculum at the SC, VNU-HCM. Survey results indicate that all four measures are highly rated in terms of necessity and feasibility, with mean scores ranging from 3.31 to 3.56 on a four-point scale, reflecting a high level of positive consensus among the respondents. The total priority score (calculated as the sum of necessity and feasibility scores) ranges from 6.67 to 7.00, enabling the identification of the implementation priority order of the measures in practice. Among these, the measure "Strengthening monitoring and supervision of resources for implementing the PE curriculum at the SC, VNU-HCM" is prioritized for initial implementation, as it is expected to establish a foundation for comprehensive improvement in the management of PE curriculum implementation.

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