



Solutions to improve the conditions of implementing physical education for students at Tra Vinh University, Vietnam

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Abstract

The study is written to present information regarding the current conditions of physical education at Tra Vinh University, Vietnam, thereby offering recommendations for improving the training conditions of physical education classes among students there. The article uses document synthesis, direct interviews, and statistical processing to assess the available teaching and learning conditions for physical education based on the following aspects: facilities, faculty members, and the curriculum of conducting physical programs for students. At the same time, the author manages to sort out 3 main solutions with 15 specific measures in accordance with the legal, practical foundation and discussions with experts, ensuring that the chosen solutions are scientific, appropriate, and feasible enough to improve the existing conditions for physical education work at Tra Vinh University.

Keywords: solutions, conditions, physical education, Tra Vinh University

Introduction

Physical education is undeniably a significant component since it is able to equip learners with important Knowledge and motor skills, which contributes to the achievement of comprehensive personal growth towards the socio-economic development. Moreover, sporting activities given at schools are optional for students and are structured based on their interests, gender, age, and health condition.

As a result, physical education is recognized as a mandatory subject in every school, a necessary module for physical training, and a part of comprehensive education with the goal of providing Youngers with the necessary knowledge and basic skills to self-exercise, boost their stamina and relieve stress caused by a lack of workout.

In short, the Physical Education program's objectives are to facilitate students to improve their health and fitness as well as help them to achieve their age and gender-appropriate physical requirements. Furthermore, learners can acquire a fundamental understanding of physical training methods as well as the required skills for self-practicing at home. The program also aims to instill habits such as frequent exercise and a healthy lifestyle, as well as agile behavior, discipline, teamwork, and moral integrity. Thus, students are expected to be able to utilize what they have learned in physical education class to solve problems in their daily lives.

Thanks to the special attention from the Vietnam Ministry of Education and Training, the work of physical education at schools has acquired many positive changes. Along with the achievements, however, implementing sports and physical training still has to face several challenges. In particular, there is an insufficient number of sports courts, gym rooms, equipment, instructors, and the curriculum and extracurricular activities are not interesting enough to attract more students to engage. Hence, it is understandable that one of the factors contributing to Vietnamese physical strength and human stature falling behind that of some other countries in the region is that school-based sports activities have failed to fulfill the criteria for maintaining and improving students' health.

With the responsibilities of a physical education practitioner along with the experiences the writer has gained while teaching, she decided to do research on the topic: "Solutions to Improve the Conditions of Implementing Physical Education for Students at Tra Vinh University, Vietnam".

This study aims to provide information about the current situation of physical training and extracurricular sports teaching at Tra Vinh University in terms of facilities, faculty members, and curriculum, thereby proposing solutions to ameliorate the conditions for physical education work at Tra Vinh University.

Methodology

Analyzing and synthesizing documents, Interviewing, and Statistical processing.

Surveyees

06 administrators and lecturers specializing in physical education at universities and colleges who have once carried out extra-curricular activities inside or outside Tra Vinh province.

Survey period

2020 - 2021

Results**Current situation of conditions to ensure physical education work at Tra Vinh University****In terms of facilities**

Statistical data for facilities that serve extracurricular sports activities for Tra Vinh University students is illustrated in Table 1.

Table 1: The current situation of facilities that serve students' extracurricular sports activities at Tra Vinh University

Facilities	Results				
	Amount	Floor area (m ²)	Quality	Hired	Available on the campus
Multi-functional gymnasium	01	2400	Good		x
Artificial football playground	01	950		x	
Natural football playground	01	2400	Good		x
Volleyball playground	03	486	Good		x
Basketball court	00	00			
Badminton court	04	336	Good		x
Péntanque court	01	120	Good		x
Table-tennis practice room	01	180	Good		x
Running lane 100m – 200m	00	00			
High and long jump pit	00	00			
Total area		6.872			
Total number of student		10.067			
Ratio m ² /student		1.46			

The data of Table 1 shows that:

Tra Vinh University has a multi-purpose gymnasium with a floor space of 2,400 m², a natural football field of 2,400 m², 03 volleyball courts with a floor space of 486 m², 04 badminton courts with a floor area of 336 m², 01 Péntanque court with a surface space of 120 m², 01 table tennis practice room with a floor space of 180 m², 01 artificial football field which is hired with an area of 950 m². In addition, the department of physical education has made use of the available space to provide martial arts and aerobics classes. The above-mentioned area basically covers the physical education teaching activities on campus. The ratio of the playground area is 1.46 m²/student.

According to Decision No.2160/QD-TTg dated November 11, 2013, approving "The development plan of physical training and sports in Vietnam up to 2020, with a vision to 2030," the playground area for physical education and sports at all levels (m²/student) reaches 02 m² in 2015, 03 m² in 2020, and 04 m² in 2030. Owing to this decision and a large number of students at Tra Vinh University, there is still insufficient room to provide appropriate physical training. The physical education department, on the other hand, has taken advantage of the abundant space on campus to satisfy the demands of students.

It is widely accepted that the facilities and yard conditions are very important to the quality of training, allow students to form and strengthen their motor skills, and increase the density of movement in physical education classes.

With the increasing trend of comprehensive development and desire to improve the educational quality, the sooner the physical education facilities are updated, the better the training quality would be.

In terms of faculty members

Table 2 shows the statistical data of lecturers who deliver extracurricular sports courses at Tra Vinh University.

Table 2: The information on the faculty members teaching physical education at Tra Vinh University

No	Category	Amount	Ratio (%)
1	Male	09	81.8%
	Female	02	18.2%
	Total	11	100%
2	Below 30	01	9.1%
	From 30 to 40	06	54.5%
	Over 40	04	36.4%
	Total	11	100%
3	College/ Diploma	00	0.0%
	Undergraduate	04	36.4%
	Post-graduate	07	63.6%

		Total	11	100%
4	Duty	Visiting lecturers	00	00%
		Regular lecturers	11	100%
		Total	11	100%
5	Training professional	Physical education	08	72.7%
		Sports training	02	18.2%
		Others	01	9.1%
		Total	11	100%
6	Teaching content	Suitable	11	100%
		Unsuitable	00	00%
		Total	11	100%
7	Teaching experience	Below 10 years	03	27.2%
		From 11 – 15 years	04	36.4%
		From 16 – 20 years	04	36.4%
		Over 20 years	00	00%
		Total	11	100%
8	Student/ lecturer ratio		915.18	

The data in Table 2 shows that:

Regarding gender, there are 9 males (accounting for 81.8%), and 2 females (accounting for 18.2%).

Regarding age, the largest proportion is from 30 to 40 years old, accounting for 54.5%; and the lowest is under 30 years old, accounting for 9.1%, followed by over 40 years old with 36.4%.

Regarding qualification, the postgraduate and undergraduate levels are 63.6% and 36.4%, respectively. Moreover, 100% are full-time lecturers and the course content is relevant to their professional competence.

Regarding professional, physical education accounts for 72.7%, sports training is 18.2%, and other specialties account for 9.1%.

The teaching experience for those with 11-15 years and 16-20 years is 36.4%, and under 10 years is 27.2%.

As illustrated in the description, it is clear that Tra Vinh University has 11 full-time lecturers in physical education and sports with the appropriate professional abilities. Most of them are males (81.8%), with 63.6 percent having a postgraduate degree and specializing in physical education (72.7%). Lastly, 90.9 percent of lecturers have more than 30 years of experience, while 72.8 percent have less than 10 years.

The student/lecturer ratio is 915.18. Nevertheless, Decision No. 2160/QĐ-TTg dated on November 11, 2013 on the approval of “The development plan of sports and physical education in Vietnam by 2020, with a vision to 2030” determines that the ratio of physical education lecturers to university students must be 1/500 in 2015, 1/400 in 2020 and 1/300 in 2030 []. In comparison to this aim, Tra Vinh University's current ratio (01 teacher/915.18 students) is not yet met.

Furthermore, instructors with a bachelor's degree need to pursue a master's degree in order to advance their professional qualifications and satisfy the requirements prescribed in the 2018 Education Law.

In terms of curriculum

Statistical results of the physical education programs for students of the University of Television are shown in Table 3.

Table 3: The content of the physical education program at Tra Vinh University

No	Module and Credit	Content
1	I (30 periods)	Physical education – 1 (Athletics)
2	II (30 periods)	Physical education – 2 (Table tennis)
		Physical education – 2 (Football)
		Physical education – 2 (International chess)
		Physical education – 2 (Taekwondo)
3	III (30 periods)	Physical education – 3 (Badminton)
		Physical education – 3 (Volleyball)
		Physical education – 3 (Chinese Chess)
		Physical education – 3 (Swimming)
		Physical education – 3 (Péntanque)

The figures in Table 3 reveal that Tra Vinh University's physical education curriculum consists of 03 credits and 90 sessions divided into 03 modules. Each module includes 30 sessions. Module 1 is required, but modules 2 and 3 are optional, with students having the option of studying table tennis, football, chess, Taekwondo (in module 2), or badminton, volleyball, chess, and Péntanque (in module 3).

Solutions proposed to improve the conditions for the work of physical education at Tra Vinh University***The basis for building solutions***

The legal basis: based on the Party's and State's perspectives on boosting training quality in general, and the growth of physical education and school sports in particular: Resolution of the X Party Congress, Resolution No. 29-NQ/TW, Resolution No. 08-NQ/TW (The Central Committee of the Communist Party of Vietnam, 2011), Law on Exercise and Sports (President of the State Council, 1992), (President) of the State Council, 2013), Decision No. 2198/QD-TTg (Prime Minister, 2010), Decree No. 11/2015/ND-CP (Prime Minister, 2011), Decision No. 2160/QD-TTg (Prime Minister, 2013), Decision No. 1076/QD-TTg (Prime Minister, 2016).

The practical basis: based on the current conditions and criteria to ensure physical facilities, faculty members, and educational programs (Section 2.1).

Principles: based on principles that ensure objectiveness, systemity, synchronization, inheritance and complementarity, practicality, and feasibility.

Selection of solutions

On the basis of legal, practical basis, principles, consultation with experts, the authors have chosen 3 primary solutions with 15 certain measures to enhance the conditions for bettering the work of physical education at Tra Vinh University as follows:

Solution 1: About facilities, equipment and practice tools

Measure 1: Invest, upgrade and build more fields to diversify training content, to effectively fulfill the students' needs of learning and practicing.

Measure 2: Regularly conduct maintenance to ensure the safety and hygiene of facilities and equipment for teaching, learning, and extracurricular activities.

Measure 3: Fully equip the new and modern tools and sports equipment that are suitable for students.

Measure 4: Formulate a plan to strive to achieve at least 2m²/student by 2015 and at least 2.5 m²/student by 2020 (Prime Minister, 2013).

Solution 2: About faculty members

Measure 1: Create a strategic plan for the recruitment and development of physical education managers and lecturers in terms of adequate quantity, structure uniformity, and qualification standardization in compliance with regulations.

Measure 2: Make a strategy to enhance lecturers' and administrators' qualifications in order to fulfill Ministry of Education and Training criteria.

Measure 3: Open professional training courses on physical education work on a regular basis to support teachers and administrators.

Measure 4: Encourage lecturers to regularly innovate teaching methods and organizational forms aimed at activating students' cognitive activities, facilitating active teaching methods to increase student involvement, and promoting students' self-discipline, initiative, creativity, self-study, and self-training ability.

Measure 5: Encourage lecturers to keep on track with the latest information, records, and sporting approaches appropriate for certain learners and students' practice needs. Also, teachers should offer useful reference materials for students to exploit for self-study and self-practice.

Measure 6: Motivate lecturers in stimulating the students' interest in physical practice, inspiring youngsters with sports love and the desire to grow physically, thereby the students are expected to be active in learning and training.

Solution 3: About the curriculum content (Mainstream, Extra-curricular)***Mainstream physical education***

Measure 1: Develop and implement a unified general education curriculum particularly for schools affiliated to Vietnam National University, Ho Chi Minh City, in compliance with the Department of Education and Training laws and actual situations.

Measure 2: Renovate the content of physical education programs in the direction of electives, increasing the density of movement and diversity in order to motivate students to exercise more and satisfy their learning and training needs.

Measure 3: Review and adjust the physical education curriculum and course outlines on a regular basis to fulfill the demands of society in terms of required knowledge and skills for university students.

Extracurricular physical education

Measure 4: Renovate the content and format of extracurricular activities in the direction of diversifying sports, prioritizing mass sports, and forming new clubs where coaches may provide instruction, thereby attracting more students to engage in the sports practice.

Measure 5: Expand and strengthen the organizations of sports competitions, sporting events both inside and outside of the school, including the formation of a school sports team.

Interviews with experts, managers, lecturers of physical education

The authors performed a questionnaire and direct interview with 6 PE administrators and 11 PE lecturers to determine their attitudes toward the above solutions. They were to use numbers (from 1 to 5) to describe their thoughts as follows: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. The research team would next use the T-test procedure using two independent samples to see if there was a difference in the participants' replies (Independent Samples Test). Table 4 summarizes the final results.

Table 4: Interview results about the solutions to improve the conditions of the physical educational work of Tra Vinh University

TT	Test	Administrators (n = 6)		Lecturers (n = 11)		Comparison	
		Mean	Std.	Mean	Std.	t	Sig.
<i>Solutions on facilities, equipment and practice tools</i>							
	Measure 1	4.80	.422	4.75	.444	.252	.803
	Measure 2	4.70	.483	4.80	.410	.295	.770
	Measure 3	4.60	.516	4.55	.510	-.250	.804
	Measure 4	4.50	.527	4.55	.510	.295	.770
<i>Solutions on faculty members</i>							
	Measure 1	4.80	.422	4.75	.444	.502	.619
	Measure 2	4.60	.516	4.50	.513	.250	.804
	Measure 3	4.50	.527	4.45	.510	-.259	.797
	Measure 4	4.60	.516	4.65	.489	-.506	.617
	Measure 5	4.50	.527	4.60	.503	-.250	.804
	Measure 6	4.50	.527	4.55	.510	.295	.770
<i>Solutions on the curriculum content (mainstream, extra-curricular)</i>							
	Measure 1	5.00	.000	4.95	.224	.701	.489
	Measure 2	5.00	.000	4.95	.224	.701	.489
	Measure 3	4.70	.483	4.70	.470	.000	1.000
	Measure 4	5.00	.000	4.95	.224	.701	.489
	Measure 5	4.60	.516	4.65	.489	-.259	.797

Table 4 shows that there is no significant difference between the responses of administrators and lecturers ($\text{sig} > 0.05$). The findings of the survey also demonstrate that they all highly agree with all of the Measures. Therefore, all of the 15 measures listed above have been chosen to enhance the conditions of Tra Vinh University's physical education because they have an average level of agreement of 4.20 (strongly agree) and higher.

Conclusion

The present situation reveals that physical education activities at Tra Vinh University are being carried out in an area with a ratio of 1.46 m²/student, which is perceived to not yet satisfy the standard. Furthermore, based on Education Laws, 36.4 percent of the available lecturers do not fulfill the criteria. Physical education programs have a three-credit curriculum with 90 periods separated into three modules, with each module lasting 30 periods.

Based on a legal, practical basis, principles, and direct interviews with specialists in the field, 3 solutions with 15 specific measures have been selected to improve the conditions of physical education and training in Tra Vinh University, Vietnam.

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