



SOLUTIONS TO IMPROVE THE QUALITY OF BACHELOR OF PHYSICAL EDUCATION TRAINING PROGRAM IN HO CHI MINH CITY UNIVERSITY OF PEDAGOGY, VIETNAM

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Abstract:

Training management is an important function of universities, giving recommendations to the principal when developing the training development strategies; organizing training courses, recruitment; examination and assuring the quality according to the regulations of the Ministry of Education and Training. This can be considered as a "backbone" in education, which is the basis of school development. In particular, doing research and proposing solutions to improve the quality of the training programs in the school regularly are necessary. This article introduces some achievements and limitations in the Bachelor of physical education training program in Ho Chi Minh City University of Pedagogy. Consequently, some effective solutions to improve the training program are also proposed.

Keywords: assessment, curriculum, physical education, university of education, students

1. Introduction

In order to meet the requirements of the national industrialization and modernization, the training and physical education teacher usages need to be more diverse and quality. This is an urgent task, also is an essential requirement for universities in training human resources. Besides, constantly improve the quality of young scientific staff in a comprehensive way: good morality, physical education expertise, intellectual, and good physical; master the basic knowledge, techniques and modern teaching methods; be autonomous, dynamic and creative to apply knowledge into reality.

Implementing the university education reform program of the Government, education and training work of Vietnam is gradually going into standardization of the curriculum content. Ho Chi Minh City University of Pedagogy, namely the Faculty of Physical Education, is expanding the scale of training in multisystem way, also innovation to meet the demand of society.

To well fulfill the task of completing the training program, careful checking and evaluation the effectiveness of the bachelor of physical education training now become urgent and needs more attention from the school. Especially, the assessment from the students will provide information about scientific basis more objective and suitable. Based on those information, the school can assessments, provides measures and solutions effectively. In addition, the development in training of university in general and improving the quality of bachelor of Physical Education training in particular. Therefore, the study "Solutions to improve the quality of Bachelor of physical education training program in Ho Chi Minh City University of Pedagogy" is necessary to be implemented.

2. Methodology

2.1. Research methods

Analyzing and synthesizing materials, interviews, pedagogical tests, and statistical mathematics.

2.2. Object of research

50 from Faculty of Physical Education, 5 experts, 37 management staffs and physical education teacher of Ho Chi Minh University of Education.

3. Results

3.1. Assessing the situation of bachelor of physical education training program in Ho Chi Minh City University of Pedagogy

Training results are always considered as an important content when considering the quality or effectiveness of training.

From the results of theoretical analysis on the viewpoint of evaluation of training programs, which is presented in the overview of selected topics and determined the contents that need to be considered when evaluating training results:

- Student learning outcomes;
- Graduation rate of students.

3.1.1. Statistics on learning outcomes of graduated students

The study conducted statistics on learning outcomes of graduated students from recent 5 courses. Student learning outcomes is analyzed according to the number of students and the percentage of each school year and of the entire course with six levels of learning outcomes. The average learning outcomes of the first school year to the last year are shown in Table 1.

Table 1: Classification table for learning outcomes of 5 graduated courses,
physical education students

Course	School year	Excellent		Good		Fair		Average		Below Average		Weak		Total
		Amt	%	Amt	%	Amt	%	Amt	%	Amt	%	Amt	%	
University of 36	1		0,0	2	1,60	60	48,00	53	42,40	-	-	10	8,00	125
	2		0,0	10	8,00	89	71,20	21	16,80	-	-	5	4,00	125
	3	15	12,0	54	43,20	45	36,00	5	4,00	-	-	6	4,80	125
	4	61	48,8	42	33,60	14	11,20	1	0,80	-	-	7	5,60	125
	Whole course		0,0	32	25,60	86	68,80	2	1,60	-	-	5	4,00	125
University of 37	1		0,0	10	7,25	78	56,52	33	23,91	-	-	17	12,32	138
	2	2	1,45	13	9,42	88	63,77	21	15,22	-	-	14	10,14	138
	3	30	21,74	56	40,58	28	20,29	7	5,07	-	-	17	12,32	138
	4	35	25,36	51	36,96	27	19,57	7	5,07	-	-	18	13,04	138
	Whole course	4	2,90	34	24,64	82	59,42	5	3,62	-	-	13	9,42	138
University of 38	1		0,00		0,00	53	37,59	59	41,84	-	-	29	20,57	141
	2	0	0,00	15	10,64	74	52,48	27	19,15	-	-	25	17,73	141
	3	4	2,84	56	39,72	47	33,33	7	4,96	-	-	27	19,15	141
	4	55	39,01	34	24,11	17	12,06	4	2,84	-	-	31	21,99	141
	Whole course	0	0,00	21	14,89	88	62,41	13	9,22	-	-	19	13,48	141
University of 39	1	0	0,00	1	0,75	49	36,57	51	38,06	-	-	33	24,63	134
	2	0	0,00	6	4,48	79	58,96	19	14,18	-	-	30	22,39	134
	3	4	2,99	53	39,55	39	29,10	9	6,72	-	-	29	21,64	134
	4	62	46,27	20	14,93	16	11,94	5	3,73	-	-	31	23,13	134
	Whole course	0	0,00	20	14,93	84	62,69	4	2,99	-	-	26	19,40	134
University of 40	1	0	0,00	1	0,69	61	42,07	45	31,03	-	-	38	26,21	145
	2	0	0,00	8	5,52	86	59,31	12	8,28	-	-	39	26,90	145
	3	11	7,59	49	33,79	34	23,45	10	6,90	-	-	41	28,28	145
	4	52	35,86	20	13,79	21	14,48	3	2,07	-	-	49	33,79	145
	Whole course	0	0,00	15	10,34	86	59,31	10	6,90	-	-	34	23,45	145

Source: Department of Studies, Faculty of Physical Education, Ho Chi Minh City University of Pedagogy.

From the above results, we find that the learning outcomes of graduated students are not high, especially the percentage of excellent and fair students is 68% and only 04 students, hold 2.9%, is excellent. The learning outcomes of students of courses are different: the ĐH 37 course has 4 excellent students, while the others do not have.

3.1.2. Statistics on graduation rates of graduated students

Next, we conduct the statistics on the annual graduation rate of Faculty of Physical Education. By the time of 2018, the Faculty of Physical Education had 5 graduate courses under the credit system. Results of statistics are shown in Table 2.

Table 2: Statistics on graduation rate compared to the entry physical education branch

Course	Total	Number of students who have not graduated		Number of graduated students	
		Amt	%	Amt	%
University of 36	125	12	9,60	113	90,40
University of 37	138	26	18,84	112	81,16
University of 38	141	45	31,91	96	68,09
University of 39	134	46	34,33	88	65,67
University of 40	145	83	57,24	62	42,76
Total	683	212	31,04	471	68,96

Source: Department of Studies, Faculty of Physical Education, Ho Chi Minh City University of Pedagogy.

Through Table 2, the percentage of students who have not graduated compared to the entry of the course is still high, the highest is the ĐH 40 course with 57.24%. This is the reference data for improving the quality of training courses in the future. Moreover, developing the innovation program based on this study.

3.1.3. Evaluation results of bachelor of physical education training programs in Ho Chi Minh City University of Pedagogy

The research synthesizes, analyzes strengths and weaknesses and determines the standards and criteria of the Bachelor of Physical Education training program in Ho Chi Minh City University of Pedagogy. According to the evaluation council, standards are divided into:

Standard 1	Outcome standards: Bachelor of Physical Education training program has shown quite clearly the requirements of the outcome standards for learners. However, the development of the outcome standards has not yet consulted opinions of employers and experts. Therefore, there is still lacking of practicality when developing outcome standards for students when they graduate.
Standard 2	Detailed training program: Bachelor of Physical Education training program has been developed in detail to help the learners know the knowledge content that is obtained over time, and help the faculty to prepare the amount of knowledge for learners. However, in this standard, it also shows the limited side. That is the training program is in yearly form (learners must complete the planned curriculum for the school year of the course), therefore, learners are not proactive in terms of time to accumulate knowledge, but depend on the training plan.
Standard 3	Content of the structure of the program: Training program has not been updated periodically, and does not show flexibility to help learners update knowledge, select knowledge and arrange suitable time. However, criteria 3.1 and 3.4 show the evaluation results got 5 points, showing the training program has shown the vision and mission of the school, especially demonstrated the basic. It proves that the training program has shown quite clearly which knowledge equipped for learners. The overall evaluation results got 3 points, indicating that the program needs to be improved to meet the requirements.
Standard 4	Examining and evaluating learners: The evaluation results of the Standard 4 from the Council show that the examination for learners has been clearly shown many advantages, but there is no evidence for the meaningful examination. Therefore, this standard is needs

	to be improved to meet the requirements.
Standard 5	Quality of teaching staff: The evaluation results from the council show that Standard 5 has a rating score of 3 points in the 7-point scale, this result reflects the quality assurance for the teaching staff does not guarantee. Thus, this standard is needs to be improved and innovate to meet the requirements.
Standard 6	The quality of learners: The evaluation results from the council show that Standard 8 has a rating score of 5 points in the 7-point scale, this result reflects the quality of learners is satisfied by the training program of the school.
Standard 7	Equipment and facilities: The evaluation results from the council show that Standard 7 has a rating score of 3 points in the 7-point scale, the analysis process and the evidence obtained show that the school has good facilities in quantity and quality. However, the maintenance and efficiency of facilities are limited.
Standard 8	Quality assurance of teaching and learning process: The evaluation results from the council show that Standard 8 has a rating score of 2 points in the 7-point scale, this result reflects the quality assurance of the program has not ensured. Thus, this standard is needs to be improved and innovated to meet the requirements.
Standard 9	Outcome results: The evaluation results from the council show that Standard 9 has a rating score of 4 points in the 7-point scale, this result reflects the quality of learners is relatively satisfied by the training program of the school.
Standard 10	The satisfaction of related parties: The evaluation results from the council show that Standard 10 has a rating score of 4 points in the 7-point scale, this result reflects that the school always pays attention to attitudes of learners, ex-students...

From the evaluation results of the council on 10 standard and 53 criteria, the study comes to conclusions:

- The Bachelor of Physical Education training program in Ho Chi Minh City University of Pedagogy basically meets the requirements that have been selected, showing some achievements such as: The content of training program provides enough professional knowledge and practical skills for learners. General knowledge, base knowledge is enough for students to study at higher levels, the standard of student satisfaction has been partly satisfied by the support, advices from school, and facilities for training. However, there are still weak aspects of the training program. There is no contact with the employer, or the consult with employers when developing the training program.
- The evaluation results using the scale show that there are some criteria below average, some criteria are at a good level, the overall assessment process of the whole program is at the average level. Therefore, the Bachelor of Physical Education training program has shown its superiority in training. Graduated students have contributed significantly to the sport and physical education sector, especially provided quality teaching staffs the high schools. However, the evaluation results from the council show that some standard and criteria are also underestimated:
 - Criterion 3.5 shows that the training program has not been regularly updated and has a rating score of 2 points in the 7-point scale.
 - Criterion 3.6 shows the flexibility of the program has not met the requirements, especially there is no elective subjects to help learners choose

according to their abilities and interests, this criterion is has a rating score of 2 points in the 7-point scale.

- Criterion 8.2 shows that learners have not been involved in the development of training program, so the program does not have the assessment from learners, reducing the practicality of the program.
- Criterion 8.3. Employers have not participated in the development of training programs, thus affecting the goal of meeting the social demands.

Standard 10 shows that the criteria do not have the feedback or the opinions of the employers made it lack of practicality in training, and the basis to adjust or update the training program.

Overall assessment of the training program has a rating score of 3.8 points, meaning that the training program is needs to improve to meet the practical demands of the society.

2.2. Proposing solutions to improve the quality of the Bachelor of Physical Education training program in Ho Chi Minh City University of Pedagogy

Through the evaluation results of Bachelor of Physical Education training programs of Ho Chi Minh City University of Pedagogy, together with some factors such as: learning outcomes of graduated students, and the graduation rate of graduated students of previous courses. The research propose some solutions to improve the quality of the Bachelor of Physical Education training programs of Ho Chi Minh City University of Pedagogy, including:

A. Select solutions based on the following principle

Principle 1: Comprehensiveness	Fully reflect the theoretical and practical aspects, comprehensive and specific.
Principle 2: Practicality	Solutions should be from practical demands, directly or indirectly solve the difficulties that the situation is facing to motivate the development and overcome problems.
Principle 3: Possibility	The solutions are practical and effective in training.
Principle 4: Rationality	The proposed solutions are consistent with the ability to execute, not too unclear.
Principle 5: Diversity and synchronization	Solutions to solve problems are not only one-way, but also have an overall structure that reflects different aspects to improve results and solve the unsolved problems.

Based on the above principles, the study has developed 06 solutions to improve the quality of the Bachelor of Physical Education training program which are:

Solution 1	Develop a physical education training program using the credit system.
Solution 2	Improving professional practice.
Solution 3	Improve the quality of soft skills training.
Solution 4	Improve knowledge of law about coaching human resources.
Solution 5	Develop facilities for training.
Solution 6	Get feedback from ex-students and employers.

B. Assessing the possibility and practicality of proposed solutions

In order to assess the possibility and practicality of solutions to ensure the focus and objectivity, the study interviewed 05 experts, 37 management staffs and physical education teachers of Ho Chi Minh City University of Pedagogy. The solutions are surveyed with a scale of 3 levels: Very possible = 2 points; Possible = 1 point; Impossible = 0 points. The study determined the value of solutions by calculating the percentage corresponding to the answers, the solutions must have 80% or more of the agreed opinions, shown in Table 3.

Results show that 6/6 solutions, are evaluated by experts and management staffs, are very possible and hold for 83.3% or more. Thus 06 solutions that we propose are possible, practical and can be applied to improve the quality of the Bachelor of Physical Education training program. This is an urgent and topical issue in improving training program to meet social demands.

Table 3: Possibility and practicality of solutions improve the quality of the Bachelor of Physical Education training program (n = 42)

Index	Solutions	Results (n=42)			Total	
		Very possible	Possible	Impossible	Point	%
		n	n	n		
1	Develop a physical education training program using the credit system	38	4	0	80	95,2
2	Improving professional practice	29	12	1	70	83,3
3	Improve the quality of soft skills training	32	8	2	72	85,7
4	Improve knowledge of law about coaching human resources	35	6	1	76	90,4
5	Develop facilities for training	38	4	0	80	95,2
6	Get feedback from ex-students and employers	35	6	1	76	90,4

3. Conclusions

Through research results, 06 basic solutions have been proposed to improve the quality of the Bachelor of Physical Education training program, including: Solution 1. Develop a physical education training program using the credit system; Solution 2. Improving professional practice; Solution 3. Improve the quality of soft skills training; Solution 4. Improve knowledge of law about coaching human resources; Solution 5. Develop facilities for training; Solution 6. Get feedback from ex-students and employers.

After proposing solutions, the study investigated the possibility and practicality of solutions, the results show that 06 solutions, are evaluated by experts, management staffs and physical education teachers, are possible and practical (83.3% or more). Therefore, the proposed solutions by the study can be applied, improving the quality of the Bachelor of Education program, this is the objective scientific basis to improve the quality of the Bachelor of Physical Education training program in Ho Chi Minh City

University of Pedagogy, also improve the quality of teaching and training of Ho Chi City University of Education in the future.

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