



Evaluation of Physical Education Curriculum for Non-Sports Major Students in Universities: An Empirical Survey

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Abstract: Physical education is a compulsory subject in the national education system, in which the university level has regulations, which are mandatory for this level of education. To properly evaluate the physical education curriculum in universities, this study surveyed 117 people who are managers, lecturers, and students in several universities on the following issues: Objectives of physical education curriculum in universities, content of physical education curriculum in universities, teaching methods of physical education subjects in universities, tasks of physical education curriculum in universities, openness of physical education curriculum in universities. The research results show that the problems in the university physical education curriculum have met the requirements of comprehensive education, but there are still some limitations that need to be further overcome in the coming time.

Keywords: Assessment, curriculum, physical education, non-sports major students, university.

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INTRODUCTION

In the process of educational innovation, Resolution 29 (2013) of the Communist Party of Vietnam (CPV) affirmed that education aims to train Vietnamese people to develop comprehensively. Physical education and organizing sports activities in universities are activities aimed at perfecting and developing students' physical and personality, contributing to the task of "improving people's knowledge, training human resources, and nurturing talents" (CPV, 2011, 2016 & 2021) to build a new generation of people, the owners of the future society, meeting the needs of economic and social development of the country.

On October 14, 2015, the Ministry of Education and Training issued Circular No. 25/2015/TT-BGDĐT regulating the physical education subject program in university training programs. Specifically: The amount of knowledge of

the physical education subject program that learners need to accumulate is at least three credits. Higher education institutions specifically regulate the amount of knowledge of this subject following the requirements of each training sector.

The head of the higher education institution decides to establish a program drafting team; a program appraisal council and conditions to ensure teaching and learning implementation; and issues a physical education subject program based on the conclusions of the appraisal council and the recommendations of the science and training council. On that basis, universities and colleges have developed physical education subject programs. However, some shortcomings have emerged during the implementation process. To evaluate the physical education subject curriculum at universities, this study focuses on solving the following issues: (i) Objectives of the physical education subject curriculum at universities, the content of the physical

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education subject curriculum at universities; (ii) Teaching methods of physical education subjects in universities, (iii) Tasks of physical education subject teaching programs in universities, (iv) Openness of physical education subject teaching programs in universities.

LITERATURE REVIEW

According to Circular No. 25/2015/TT-BGDĐ, dated October 14, 2015, “regulations on physical education subject programs in university training programs”; based on the practical situation of teaching physical education subjects at universities, the content of the physical education subject program in university training programs is specifically shown as follows:

Regarding the objectives: The Physical Education subject program aims to provide knowledge, basic movement skills, form the habit of practicing physical exercise and sports to improve health, develop physical strength, stature, perfect personality, improve learning ability, social activity skills with a positive spirit and attitude, contributing to the implementation of comprehensive education goals.

Regarding the amount of knowledge: The amount of knowledge of the Physical Education subject program that learners need to accumulate is at least 3 (three) credits. Higher education institutions shall specify the amount of knowledge of this subject following the requirements of each training sector.

Regarding the organization of program development, specifically as follows:

The director of the university or academy; the principal of the university (hereinafter referred to as the head of the higher education institution) shall decide on the number of members participating and decide to establish a team to draft the Physical Education subject program (hereinafter referred to as the Drafting Team). The members of the Drafting Team are those who are knowledgeable about physical education and have the capacity to build and develop the program, including several physical education lecturers; representatives of the physical education department or department; representatives of the training department, and several scientists and experts in physical education and sports inside and outside the training institution.

The drafting team has the following specific tasks: (i) Based on current regulations on physical education, develop general goals and specific goals for each subject; determine the structure, develop the modules of the Physical Education subject program, including compulsory modules and elective modules;

assessment methods; (ii) Design detailed outlines of the modules; determine theoretical and practical requirements of each module; determine conditions to ensure quality and safety for learners and teachers when implementing the modules; (ii) Organize workshops to collect opinions on the Physical Education subject program; (iv) Finalize the draft Physical Education subject program based on receiving feedback and submit it to the scientific and training council of the training institution for consideration and conduct appraisal procedures. Regarding Assessment of learning outcomes: (i) Assessment of modules and assessment of learning outcomes of the Physical Education subject program are specifically regulated in the subject program and according to the provisions in Clause 4, Article 8 of this Circular; not included in the average learning score of the semester, school year or course; (ii) The head of the higher education institution recognizes the learning outcomes of learners after completing the Physical Education subject program.

Thus, based on the general regulations of the Ministry of Education and Training on “Physical Education subject programs in university training programs” depending on the conditions of each school (physical conditions, teaching staff, etc.) universities will design their appropriate subjects. However, there are prescribed subjects that have been included in many schools’ teaching, such as Athletics (100m, 200m short run, long jump, high jump, etc.); Volleyball (basic and advanced); Swimming (mainly 100m or 200m short swim). In addition, some specific subjects will be designed by universities to suit the training majors of the schools.

MATERIAL AND RESEARCH METHODOLOGY

Material

Legal system: (i) Law on Education dated June 14, 2005; Law amending and supplementing several articles of the Law on Education dated November 25, 2009; (ii) Law on Higher Education dated June 18, 2012; (iii) Law on Physical Education and Sports dated November 29, 2006;

Government Decrees: (i) Decree No. 36/2012/ND-CP dated April 18, 2012 of the Government stipulating the functions, tasks, powers and organizational structure of ministries and ministerial-level agencies; (ii) Decree No. 32/2008/ND-CP dated March 19, 2008 of the Government stipulating the functions, tasks, powers and organizational structure of the Ministry of Education and Training; (iii) Decree No. 75/2006/ND-CP dated August 2, 2006 of the Government detailing and guiding the implementation of a number of articles of the Law on Education; Decree No. 31/2011/ND-CP dated May 11, 2011 of the Government amending and

supplementing a number of articles of Decree No. 75/2006/ND-CP dated August 2, 2006 of the Government detailing and guiding the implementation of a number of articles of the Law on Education; Decree No. 07/2013/ND-CP dated January 9, 2013 of the Government amending Point b, Clause 13, Article 1 of Decree No. 31/2011/ND-CP dated May 11, 2011 of the Government amending and supplementing a number of articles of Decree No. 75/2006/ND-CP dated August 2, 2006 of the Government detailing and guiding the implementation of a number of articles of the Law on Education; (iv) Decree No. 141/2013/ND-CP dated October 24, 2013 of the Government detailing and guiding the implementation of a number of articles of the Law on Higher Education; (v) Decree No. 112/2007/ND-CP dated June 26, 2007 of the Government detailing and guiding the implementation of a number of articles of the Law on Physical Training and Sports; (vi) Decree No. 11/2015/ND-CP dated January 31, 2015 of the Government regulating physical education and sports activities in schools.

Research Method

Theoretical research method: This study focuses on clarifying theoretical issues on the curriculum of physical education subjects according to the regulations of the Ministry of Education and Training to determine the contents of the survey.

Survey method:

The number of surveys: 117 people studying, teaching, and working in management at a number of universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers, and 65 students.

Survey content: (i) Important elements of the curriculum of physical education subjects at universities; (ii) Objectives of the curriculum of physical education subjects at universities; (iii) Content of physical education curriculum at universities (iv) Openness and applicability of physical education curriculum at universities

To measure the research concepts in the model, the article uses a Likert-5 scale (from 1 corresponding to “Not important/Not necessary/Not suitable” to 5 corresponding to “Very important/Very necessary/Very suitable”).

Research Results

Importance of physical education curriculum at universities

To assess the importance of the physical education curriculum at universities, this study surveyed 117 people studying, teaching, and working in management at several universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers, and 65 students. The results are shown in Table 1.

Table 1: Assessment of the importance of the curriculum teaching physical education subjects at universities

Order	Survey Subjects	Number (persons)	Ratio (%)	Level of Evaluation									
				No Important		Less Important		Rather Important		Important		Very Important	
				Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)	Frequency	Ratio (%)
1	Administrators	17	100	0	0.00	0	0.00	4	23.53	10	58.8	3	17.65
2	Lecturers	35	100	0	0.00	1	2.86	9	25.71	17	48.57	8	22.86
3	Students	65	100	3	4.62	7	10.77	19	29.23	27	41.54	9	13.85
Total		117	100	3	1.54	8.00	4.54	32.00	26.16	54.00	49.64	20.00	18.12

The survey results in Table 1 show that: When assessing the importance of the physical education curriculum in universities, no Administrators and Lecutre rated it as “Not important” and “Less important” (rate is 0.00%). The highest number of concentrated assessments was “Important” accounting for 49.64% (with 54/117 respondents), “Very important” accounting for 18.12% (with 20/117), “Quite important” accounting for 26.16% (with 32/117 respondents), “Less

important” accounting for 4.54% (with 8/117 respondents) and “Not important” accounting for 1.54% (with 3/117 respondents). The results of this survey are similar to some previous studies by Hang, *et al.*, (2020), Duchiep, *et al.*, (2022), Vu (2022 & 2023), Thuan & Anlong (2022 & 2023), Son & Anlong (2023) when assessing the importance of university curricula in general and physical education in particular.

Objectives of physical education curricula in universities

To assess the objectives of physical education curricula in universities, this study

surveyed 117 people studying, teaching, and working in management at several universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers, and 65 students. The results are shown in Table 2.

Table 2: Objectives of physical education curriculum in universities

Order	Content	Level of Evaluation					\bar{X}
		1	2	3	4	5	
1	Physical education in universities aims to improve students' health	3	15	25	59	15	3.58
2	Physical education in universities forms the habit of physical exercise	4	17	25	55	16	3.50
3	Physical education in universities aims to develop students' physical strength and stature	4	16	24	56	17	3.53
4	Physical education in universities contributes to the implementation of comprehensive education goals	2	14	26	60	15	3.60
5	Physical education in universities aims to develop human motor qualities	5	15	25	57	15	3.49
Total average		3.60	15.40	25.00	57.40	15.60	3.56

The survey results in Table 2 show that: With XTB = 3.56, it is within the range of "Appropriate". However, when examining each assessment result, it shows that: The number of assessments "Completely unsuitable" is 3.60, "Less suitable" is 15.40, "Quite suitable" is 25.00, "Very suitable" is 15.60. The most concentrated assessment at the "Appropriate" level is 57.40. This research result is quite consistent with the research results of Dao (2020), Vu (2021), Vu (2022), Hiep, *et al.*, (2020), etc. In addition, there are still people who underestimate the goals set by the

physical education program, which requires solutions to identify and improve the goals set.

Content of physical education curriculum in universities

To evaluate the content of the physical education curriculum in universities, this study surveyed 117 people studying, teaching, and working in management at several universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers, and 65 students. The results are shown in Table 3.

Table 3: Content of physical education curriculum in universities

Order	Content	Level of Evaluation					\bar{X}
		1	2	3	4	5	
1	Improve professional capacity, actively and proactively participate in school and social sports activities	4	16	25	57	15	3.54
2	Provide learners with basic techniques and skills of the subject and develop motor qualities.	4	17	25	55	16	3.53
3	Some basic content on sports theory and methods, Sports Medicine, Exercise Physiology, etc.	4	16	24	56	17	3.56
4	Basic knowledge of training methods, physical training of some basic sports	4	14	26	59	14	3.56
5	Apply basic sports rules to organize training, organize competitions, and referees. Self-study methods and self-organization of group training	8	16	25	53	15	3.44
Total average		4.80	15.80	25.00	56.00	15.40	3.52

The survey results in Table 3 show that: Regarding the content of the physical education curriculum at universities with XTB = 3.52, it is at the "Complete" level of assessment. Among the assessed contents, the content "Some basic contents on theory and methods of physical education, sports medicine, exercise physiology, etc." is rated highest with XTB = 3.56. The content "Applying basic sports regulations to organize training, organize competitions, referees. Self-study methods and self-organizing group

training" is rated lowest with XTB = 3.44. This shows that there must be solutions focusing on improving the regulations to improve the content of physical education programs at the university level.

Tasks of teaching physical education subjects at universities

To evaluate the tasks of teaching physical education subjects at universities, this study surveyed 117 people who are studying, teaching and

working in management at several universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers and 65 students. The results are shown in Table 4.

Table 4: Tasks of teaching physical education subjects at universities

Order	Content	Level of Evaluation					\bar{X}
		1	2	3	4	5	
1	Strengthen and enhance health, develop balanced body shape and function, develop human motor qualities and physical activity ability	3	12	25	57	20	3.68
2	Form and perfect important motor skills in life, including practical and sports motor skills, equipping with professional knowledge	4	16	25	55	17	3.56
3	Educate morality and will, contributing to building a comprehensively developed person	2	13	27	54	21	3.68
4	Transfer technical knowledge, basic motor methods necessary for students to be able to move and practice on their own	4	14	26	59	14	3.56
5	Equip basic motor skills necessary for life and professional knowledge	4	13	24	58	18	3.62
Total average		3.40	13.60	25.40	56.60	18.00	3.62

The survey results in Table 4 show that: With $XTB = 3.62$, it shows that “The task of teaching physical education subjects at universities” has been completed. Which, the tasks of “Consolidating and enhancing health, developing balanced body shape and function, developing human motor qualities and physical activity ability” and the task of “Educating morality and will, contributing to building a comprehensively developed person” are rated equally with $XTB = 3.68$. The task with the lowest rating is “Forming and perfecting important motor skills in life, including practical and sports technical skills, equipping specialized knowledge” and the task

of “Imparting necessary technical knowledge and basic motor methods so that students can move and practice on their own” with $XTB = 3.56$.

Openness and applicability of physical education curriculum in universities

To assess the openness and applicability of the physical education curriculum in universities, this study conducted a survey of 117 people studying, teaching, and working in management at a number of universities in Ho Chi Minh City, specifically: 17 managers, 35 lecturers, and 65 students. The results are shown in Table 5.

Table 5: Openness and applicability of physical education curriculum in universities

Order	Content	Level of Evaluation					\bar{X}
		1	2	3	4	5	
1	The program is designed with a concentric and linear structure suitable for the psychology - physiology of the age and the physical development of students	2	12	25	60	18	3.68
2	Through methods and forms of teaching organization, promoting the initiative and potential of each student	4	17	25	55	16	3.53
3	Applying testing and assessment methods suitable for the characteristics of the subject and supporting the formation and development of qualities and abilities in students	5	14	27	54	17	3.55
4	The physical education program is open, creating conditions for students to choose activities suitable for their physical strength, their aspirations and the conditions of the school	4	14	26	59	14	3.56
5	Creating conditions for schools to develop educational plans suitable for educational requirements, practical conditions and specific characteristics of students	3	13	25	58	18	3.64
Total average		3.60	14.00	25.60	57.20	16.60	3.59

The survey results in Table 5 show that with $XTB = 3.59$, “The openness and applicability of the physical education curriculum at universities” is

rated “Good”. Which, “The program is designed with a concentric and linear structure suitable for the psychology - physiology of the age and the physical

development of students” is rated highest with XTB = 3.68. The content rated lowest is “Through methods and forms of teaching organization, promoting the initiative and potential of each student” with XTB = 3.53. This result shows that in some contexts, the design of the subject still lacks openness and is not highly applicable.

DISCUSSION

Based on the characteristics of the Physical Education subject at the university level, the objectives and contents of the Physical Education program are built on a theoretical and practical foundation, updating the achievements of modern physical education and pedagogical science such as research results on education, psychology, physical education methods and sports training; experience in building the Physical Education program of Vietnam and countries with advanced education; Educational practices, socio-economic conditions of Vietnam, diversity of students in terms of regions, conditions and learning ability.

The Physical Education program is designed with a concentric and linear structure suitable for the psychology - physiology of the age and the physical development laws of students; through teaching methods and forms of organization, promoting the initiative and potential of each student; applying testing and assessment methods appropriate to the characteristics of the subject and support the formation and development of qualities and abilities in students. The physical education subject program is open, creating conditions for students to choose activities suitable to their physical strength, aspirations, and school conditions; at the same time, creating conditions for schools to develop educational plans suitable to educational requirements, practical conditions, and specific characteristics of the school. At the university level, the Physical Education program is a compulsory subject with differentiation, through the form of elective sports to help students continue to develop health care and personal hygiene skills, develop awareness and sports talent, help students with sports talent choose a suitable career orientation. Students can choose sports activities suitable to their aspirations and the school's ability to meet them. The curriculum of each sports subject includes three contents: basic techniques; advanced techniques; perfecting techniques and competition tactics. Depending on the conditions of each school, students can choose one or more sports in three years of study or choose one sport each year.

The assessment of Physical Education results is proposed to be based on the goals and requirements to be achieved in the program, ensuring comprehensiveness, objectivity, and

differentiation; must combine regular and periodic assessments, combine lecturer assessments and student self-assessments to promptly adjust teaching and learning activities.

The assessment of results needs to promote and support students in developing general qualities and abilities, professional abilities, focusing on the ability to apply knowledge in solving students' movement activity tasks, creating interest, and encouraging students' training spirit, thereby encouraging them to participate in sports activities inside and outside the school. Specifically: The learning results of Physical Education of students from grade 1 to grade 9 are recorded by categories such as: Excellent: A+; Good: A; Fair: B; Average: C; Poor: D. The learning results of Physical Education of students are evaluated on a 10-point scale.

The innovation of teaching methods for Physical Education in the direction of a competency approach is the focus of the program. The basic requirement of the new educational method is to promote students' self-awareness, positivity, and proactive creativity, train students' self-study and self-practice capacity, and help them have the opportunity to develop their physical capacity. The innovation of the method also sets out requirements for lecturers such as lecturers play the role of designer, organizer, advisor, referee, guide students' training activities, create a friendly learning environment and problematic situations to encourage students to actively participate in learning activities, experience themselves, discover themselves and develop. Lecturers use a variety of methods to reasonably promote student activities, combine tools and equipment suitable to the actual conditions of each university, and focus on effectively using achievements of information technology, and audio-visual media through technical pictures, video clips, etc. to create dynamic, attractive and effective student hours. In physical education activities, lecturers need to integrate and use knowledge from other subjects so that the practice content is not monotonous. Lecturers need to be creative and flexible when building and implementing the Physical Education teaching plan to ensure practicality, suitability to the physical strength of student groups, the facilities of each locality as well as the weather of each region, especially the practice content in schools without a gymnasium.

CONCLUSION

The physical education curriculum for non-sports major students at universities and colleges in Vietnam in general and universities in Ho Chi Minh City, in particular, is always innovated to suit the development trends of education and Vietnam society in each historical period. For universities,

with the motto of comprehensively innovating education, universities have been gradually overcoming the high demands on teachers, management, and facilities for physical education activities, creating conditions for all learners to overcome limitations and maximize their physical capacity. Although the current physical education program still has some limitations, the proposed solutions will help overcome them to perfect the physical education program, contributing to comprehensively innovating Vietnam's education in the future.

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Conflict of Interest: The authors declare no conflicts of interest.

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