



Evaluating the Effectiveness of Physical Education Subjects in Universities

Le Van Dau^{1*}, Le Van Ninh¹

¹University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam

<p>Abstract: The effectiveness of the subject is evaluated based on the satisfaction and results through the scores of students in the process of studying physical education subjects at universities. The study has built a scale to measure and evaluate the current status of university physical education work. Through analysis, processing and reliability testing using SPSS software, we have applied this scale to survey and assess lecturers and students on the innovation of teaching methods of physical education subjects at universities. This study conducted a survey of 115 people, including 25 managers, lecturers and 90 students with questions related to the effectiveness of physical education subjects at universities. The survey results show the importance and necessity of innovation in teaching methods, current teaching shortcomings, and basic causes. On that basis, this article recommends solutions to continue innovating teaching methods of physical education subjects at universities to meet the requirements of comprehensive educational innovation.</p> <p>Keywords: Evaluation of Effectiveness, Innovation, Teaching Methods, Physical Education Subjects, Universities.</p>	<p style="text-align: center;">Research Paper</p>
	<p style="text-align: center;">*Corresponding Author: <i>Le Van Dau</i> University of Transport and Communications, No.3 Cau Giay Street, Lang Thuong Ward, Dong Da District, Hanoi, Vietnam</p>
	<p style="text-align: center;">How to cite this paper: Le Van Dau & Le Van Ninh (2024). Evaluating the Effectiveness of Physical Education Subjects in Universities. <i>Middle East Res J. Humanities Soc. Sci.</i> 4(6): 162-167.</p>
	<p style="text-align: center;">Article History: Submit: 12.10.2024 Accepted: 11.11.2024 Published: 16.11.2024 </p>
<p>Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p>	

INTRODUCTION

In reality, teaching shows that students still do not have a correct and complete understanding of physical education. Especially first-year students when they first enter university. Students are still very limited in their awareness as well as the necessary motor skills as a premise for physical education courses in schools to be highly effective.

Physical education is a compulsory subject at the university level, its task is to ensure the development of a close relationship between improving the body's physical qualities and improving psychological abilities, having a positive effect on educating qualities, and personality, especially educating the will of the practitioner. Decision No. 1076/QD-TTg, dated June 17, 2016, of the Prime Minister approving the Master Plan for the development of physical education and school sports for the period 2016 - 2020, with a vision to 2025, clearly stated: "Improving the quality and effectiveness of physical education and school sports to improve health, develop comprehensive physical strength, equip knowledge, basic movement skills and form the habit of regular physical exercise and sports for children, pupils and students; linking physical education and school sports with education on will, ethics, lifestyle and life

skills; meeting the needs of healthy entertainment for children, pupils and students, while contributing to discovering and training sports talents and talents for the country". From the above situations, we see the need for a new physical education program suitable for students' times and training needs. From there, students will no longer feel pressured to complete their assignments, gradually building a habit of exercising in general and improving their health in particular. To have a basis for providing solutions, this study focuses on answering the following questions:

Why is it necessary to evaluate the current situation of effective teaching of physical education subjects at universities?

Why is it necessary to evaluate the effectiveness of physical education content according to needs through pedagogical observation?

What are the issues that need to be discussed about the effectiveness of physical education subjects at universities?

RESEARCH METHOD

Theoretical Research Method:

This study focuses on studying the legal documents of the State on teaching physical education subjects in universities, specifically:

Government Documents:

Resolution No. 16/NQ-CP dated January 14, 2013, of the Government, promulgating the Government's action program to implement Resolution No. 08-NQ/TW dated December 1, 2011, of the Politburo on strengthening the leadership of the Party, creating a strong development step in physical education and sports until 2020; Decree No. 11/2015/ND-CP dated January 31, 2015, of the Government regulating physical education and sports activities in schools; Decision No. 2160/QD-TTg dated November 11, 2013, of the Prime Minister approving the "Plan for the development of physical education and sports in Vietnam to 2020, with a vision to 2030"; Decision No. 1076/QD-TTg dated June 17, 2016, of the Prime Minister approving the Master Plan for the development of physical education and sports in schools for the period 2016 - 2020, with a vision to 2025, etc.

Documents of the Ministry of Education and Training:

Ministry of Education and Training. (2015). Circular No. 25/2015/TT-BGDĐT on Physical Education Program in Universities; Ministry of Education and Training (2016). Directive No. 1572/CT-BGDĐT dated May 12, 2016, on strengthening measures to prevent accidents, injuries, and drownings for children, pupils, and students; Ministry of Education and Training (2018). Issued together with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, of the Minister of Education and Training on "Physical education program", etc.

Survey Method:

This study surveyed 115 people who are managers, lecturers, and students at several universities in Ho Chi Minh City, specifically Ho Chi Minh City University of Technical Education, Ho Chi Minh City, Ho Chi Minh City University of Finance and Marketing, Ho Chi Minh City University of Transport and Campus in Ho Chi Minh City, University of Transport and Communication.

Semi-Structured Interviews:

Research This study conducted interviews with 10 people (managers, lecturers, students) at several

universities in Ho Chi Minh City. The number of interviewees was coded from PV1 to PV10.

RESEARCH RESULTS**The Necessary to Improve the Effectiveness of Physical Education**

Innovation in teaching activities is inevitable in education (Hang, *et al.*, 2020; Duc, *et al.*, 2022). Resolution 29-NQ/TU on fundamental and comprehensive innovation in education and training emphasizes the importance of physical development to comprehensively develop students' morality, intelligence, physique and aesthetics. These decrees and resolutions of the Party and Government affirm the important role of physical education in the formation and development of physical fitness as well as the personality of students. Article 2 of Decree 11/2015/ND-CP Regulations on Physical Education and Sports Activities in Schools states: "Physical education in schools is educational content, a compulsory subject, part of the educational program of all levels and training levels, aiming to Equip children, pupils and students with basic knowledge and motor skills, form the habit of exercising and playing sports to improve health, develop physical strength and stature, and contribute to the implementation of realizing the goal of comprehensive education". Physical education and school sports are an important part and foundation of the country's physical education and sports; contributing to the implementation of the goal of comprehensive education for children, pupils and students. Developing education physical education and school sports is the responsibility of party committees at all levels, authorities, unions, social organizations, schools and communities. Developing physical education and school sports ensures scientific learning and practice, with an implementation roadmap suitable for each region, area, and locality in the country (Government, 2016).

Awareness of the Importance of Teaching Physical Education Subjects in University Study

To properly assess the perception of the importance of teaching physical education subjects in universities, this study surveyed 115 people who were managers, lecturers, and students in several universities in Ho Chi Minh City. The results are shown in Table 1.

Table 1: Perceptions of teaching physical education subjects in universities

Order	Evaluating	Frequency (people)	Ratio (%)	Valid ratio (%)	Cumulative ratio (%)
1	Not important	2	1.74	1.74	1.75
2	Less important	9	7.83	7.83	7.60
3	Rather important	24	20.87	20.87	25.73
4	Important	65	56.52	56.52	43.27
5	Very important	15	13.04	13.04	21.64
Total		115	100.0	100.0	100.0

The survey results in Table 1 show that: The rating focusing on the "Important" level is 56.52% (with 65/115 respondents); Next is the number of people

answering "Rather important" is 20.87% (with 24/115 respondents); "Very important" is 13.04% (with 15/115 respondents); the "Less important" is 7.83% (with 9/115

respondents) and the lowest is “Not important” is 1.74% (with 2/115 respondents). This assessment result is similar to many previous studies showing the importance of physical education in universities. Vietnam’s goal is “to have at least 85% of students regularly participate in extracurricular sports activities, of which 80% meet the standards for physical assessment and classification according to age” (Government, 2016). However, some still do not understand physical education as a subject, which will be a barrier to achieving the set goals.

According to PV1:

“The reason why physical education is considered important is because it helps students improve their health. Only when they have good health can students focus on studying specialized subjects”. This assessment is agreed by PV3, PV5 and PV6. In

addition, according to PV2: “Physical education subjects will train coping skills, create quick reflexes and a clear mind”. Current status of effective teaching of physical education subjects in universities.

Evaluation of the Effectiveness of Physical Education Subject Programs According to Students’ Needs:

The study evaluated the effectiveness of physical education subject programs according to students’ needs by surveying 115 people and interviewing students and lecturers of some universities in Ho Chi Minh City such as: Ho Chi Minh City University of Technical Education, Ho Chi Minh City University of Finance and Marketing, Ho Chi Minh City University of Transport and Campus in Ho Chi Minh City, University of Transport and Communication. The interview results are in Table 2.

Table 2: Evaluation of the effectiveness of physical education subject programs according to students’ needs

Order	Interview content	Very good		Good		Not good	
		Number (people)	%	Number (people)	%	Number (people)	%
1	To what extent do you rate the content of the physical education course you are taking to meet your learning needs?	24	20.87	73	63.48	18	15.65
2	To what extent do you rate the teaching methods of your instructors as appropriate for your learning of the physical education course?	25	21.74	71	61.74	19	16.52
3	To what extent do you rate the quality of the facilities for the physical education classes?	21	18.26	74	64.35	20	17.39
4	To what extent do students complete tasks during the physical education class?	27	23.48	72	62.61	16	13.91
5	To what extent do students complete homework (self-study after class)?	24	20.87	70	60.87	21	18.26
Total average		24.20	21.04	72.00	62.61	18.80	16.35

The survey results in Table 2 show that students rated the physical education course content according to their needs as meeting their needs, with 21.04% rating it as “very good” and 62.61% as “Good”. The tasks during class were rated the highest at 86.09%. The teaching method was rated second by 83.48% at “Very good”. In addition, the facilities for teaching physical education classes according to their needs, completing homework, and the course content was rated by students as “Good” and “Very good”. According to PV5: “In recent years, the content of physical education courses has changed a lot, but some universities have been slow to change the content, and have not created many courses that can promote students’ physical fitness”. According to PV9: “Some students are lazy to exercise, so even though the

content has changed a lot, it still cannot attract a large number of students to participate”

Evaluating the Effectiveness of Physical Education Methods According to Students’ Needs:

The study evaluated the effectiveness of physical education methods according to students’ needs by surveying 115 people and interviewing students and lecturers at some universities in Ho Chi Minh City such as: Ho Chi Minh City University of Technical Education, Ho Chi Minh City University of Finance and Marketing, Ho Chi Minh City University of Transport and the Campus in Ho Chi Minh City, University of Transport and Communication. The interview results are in Table 3.

Table 3: Evaluating the effectiveness of physical education methods according to students' needs

Order	Interview content	Very good		Good		Not good	
		Number (people)	%	Number (people)	%	Number (people)	%
1	To what extent does the general method of teaching physical education according to the needs of students meet their learning aspirations?	18	15.65	73	63.48	24	20.87
2	Evaluate whether the teaching methods of each lecturer are suitable for students in physical education classes according to their needs?	22	19.13	74	64.35	19	16.52
3	Evaluate the movement methods for physical education classes according to their needs?	27	23.48	71	61.74	17	14.78
4	Evaluate whether the theoretical methods are complete and attractive?	26	22.61	72	62.61	17	14.78
5	Do teachers assign practical exercises for students to take home? Does the method of testing old lessons meet the needs of students?	25	21.74	69	60.00	20	17.39
Total average		23.60	23.60	71.80	62.43	19.40	16.87

The survey results in Table 3 show that: The highest evaluation score is "Good", accounting for 62.43%, followed by "Very good", accounting for 23.60% and "Not good", accounting for 16.87%. Among the evaluated contents, the content "Evaluate the movement method for physical education classes according to needs?" was evaluated the highest with "Very good" being 23.48% and "Good" being 61.74%. The content with the lowest evaluation is "Evaluate the general method of teaching physical education according to needs for students to meet their learning aspirations" with "Not good" up to 20.87%. According to PV7: "The method of testing the old lesson of physical education is quite simple, students only need to practice for a few days to be able to perform the movements proficiently. However, many students do not practice much, so the results are not high". This statement was agreed by PV8 and PV6. In addition, according to PV6: "The teaching methods of lecturers meet the needs of students, however, there are still some teachers who have not

focused on innovating methods, especially in subjects that require a lot of movement and technique such as volleyball and swimming".

Evaluating the Effectiveness of Physical Education Content According to Needs through Pedagogical Observation:

To evaluate the effectiveness of physical education content according to needs through pedagogical observation, the study evaluated the effectiveness of teaching methods of physical education subjects according to needs by surveying 115 people and interviewing students and lecturers of some universities in Ho Chi Minh City such as: Ho Chi Minh City University of Technical Education, Ho Chi Minh City University of Finance and Marketing, Ho Chi Minh City University of Transport and Campus in Ho Chi Minh City, University of Transport and Communication. Interview results in Table 4.

Table 4: Summary of pedagogical observation results of physical education lessons according to needs

Order	Manifestations	Semester 1 (2023-2024)		Semester 2 (2023-2024)	
		Number (people)	%	Number (people)	%
1	Attentional Ability	97	84.35	96	83.48
2	Motor Coordination Ability	85	73.91	91	79.13
3	Exercise Completion Ability	88	76.52	79	68.70
4	Exercise Completion Level	79	68.70	84	73.04
5	Exercise Consolidation and Replication Ability	93	80.87	95	82.61
6	Interest in the Exercise	89	77.39	91	79.13

The Survey Results in Table 4 Show:

There are similar evaluation scores in both semester I and semester 2 of the 2023-2024 school year. All skills are rated "Good" at over 70%. However, there is still the content "Level of homework completion", semester 1 has the lowest rating of 68.70%, but by semester 2 it has increased to 73.04%. However, the content "Ability to complete homework", in semester 01

has a "Good" rating of 76.52% but by semester 2 it is only 68.70%.

Assessing the Reason for this Difference, According to PV3:

"Students between semesters have different training majors, so there is a difference, but the difference is not significant". According to PV4: "The

student's ability to complete assignments has declined because the subjects of the second semester are relatively difficult, especially for female students, many subjects require flexibility but they have not met the requirements”

DISCUSSION

Through the results of the topic, it can be seen that male and female students in the control group at the surveyed universities found that there are still many students who have not met the physical fitness assessment standards according to Decision 32 of the Ministry of Education and Training (2018). This affects the learning outcomes of the physical education subject. The causes of the above situation are due to many different reasons such as:

Knowledge of physical education and physical education methods of students is almost non-existent. (Hang, *et al.*, 2020; Vu, 2022). Many students do not understand the relationship between movement qualities and through which exercises to solve the physical development tasks that students want to learn (Luongngoc, 2022).

Skills:

When performing, most students do not know how to practice correctly, and do not know how to overcome problems that occur during the practice process to optimize the effectiveness of the exercise.

Attitude:

When knowledge and motor skills are still weak, the attitude of students towards physical education in general and physical development in particular is not good. Most of them do the exercises in a coping manner and just to finish the exercise. Therefore, the effectiveness of the exercise on the practitioner is not as expected.

In addition, there are factors such as lack of space and facilities, which have not aroused students' interest in practicing, etc. Therefore, it is necessary to expand physical education subjects according to needs to help students choose subjects that are suitable for themselves and their strengths to achieve high efficiency in the process of learning physical education in particular and comprehensive development in general.

Although it plays a very important role in the comprehensive education of students, physical education in schools is still not a concern. Therefore, the teaching and learning of physical education in particular, and physical education activities in general, still have many shortcomings.

First, the facilities for physical education in schools are still limited in quantity and lack uniformity. Playgrounds, especially in schools in the city, are small and narrow, which significantly affects teaching and

learning. The construction of swimming pools in schools is still limited. Currently, there are about 1,600 swimming pools built in schools nationwide (Prime Minister, 2024). This number does not meet the swimming needs of students.

Physical education lessons are still interspersed with other cultural lessons, affecting students' learning (Ministry of Education and Training, 2018). The arrangement of physical education in a separate session has not been implemented, significantly reducing the effectiveness of physical education in schools (Prime Minister, 2024).

Enhancing the role and position of physical education in schools is one of the important goals contributing to the comprehensive development of students in the spirit of implementing a comprehensive education program for students. This is the premise for having healthy, dynamic young generations, contributing to the construction and development of the country.

CONCLUSION

Through interviews and pedagogical observations, the topic has synthesized and evaluated the learning needs of physical education and the effectiveness of physical education content according to students' needs. Through analyzing learning outcomes and pedagogical experiments, the topic has evaluated the effectiveness of physical education classes according to needs compared to general elective physical education classes. Students who study physical education classes according to their needs after the semester have better physical strength than students who study elective physical education classes. Students are taught sports that are suitable for themselves and their passion, so their initiative in learning is very high. In addition, students in physical education classes according to their needs also strengthen their passion when they study their favorite sports, taught by good instructors. From there, encourage students to practice at home and gradually form the habit of exercising. This is exactly what elective physical education classes have not been able to build.

REFERENCES

- Vu, V. (2022). Education policy in the context of Vietnam's international integration: Problems raised and proposed solutions. *International Journal of Health Sciences*, 6(S4), 3562–3571. <https://doi.org/10.53730/ijhs.v6nS4.9019>
- Ministry of Education and Training. (2018). Issued together with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, of the Minister of Education and Training on “Physical education program”. Hanoi.
- Ministry of Education and Training. (2016). Directive No. 1572/CT-BGDĐT dated 12/5/2016 on strengthening measures to prevent accidents,

injuries, and drownings for children, pupils, and students. Hanoi.

- Ministry of Education and Training. (2015). Circular No. 25/2015/TT-BGDĐT on Physical Education Program in Universities. Hanoi.
- Luongngoc, V. (2022). O papel educacional das redes sociais na comunicação de políticas no Vietnã. *Revista on Line De Política E Gestão Educacional*, 26(esp.1), e022037. <https://doi.org/10.22633/rpge.v26iesp.1.16513>
- Hang, L.T. (2020). Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities. *International Journal of Education and Practice*, 8(3), 498-510.
- Duc, H. H. (2020). Changing The Methods Of Higher Education: Necessity, Barriers Difficulties And Solution. *Journal of Natural Remedies*, 21(8(1), 150-162. Retrieved from <https://jnronline.com/ojs/index.php/about/article/view/545>
- Government. (2013). Resolution No. 16/NQ-CP dated January 14, 2013, of the Government, promulgating the Government's action program to implement Resolution No. 08-NQ/TW dated December 1, 2011, of the Politburo on strengthening the leadership of the Party, creating a strong development step in physical education and sports by 2020. Hanoi.
- Prime Minister. (2016). Decision No. 1076/QD-TTg dated June 17, 2016, of the Prime Minister approving the Master Plan for the development of physical education and sports in schools for the period 2016 - 2020, with a vision to 2025. Hanoi.
- Government. (2015). Decree No. 11/2015/ND-CP dated January 31, 2015, of the Government regulating physical education and sports activities in schools. Hanoi.
- Prime Minister. (2024). Decision No. 1189/QD-TTg dated October 15, 2024, approves the Strategy for the development of physical education and sports in Vietnam to 2030, with a vision to 2045. Hanoi.
- Prime Minister. (2013). Decision No. 2160/QD-TTg dated November 11, 2013, of the Prime Minister on approving the "Plan for the development of physical education and sports in Vietnam to 2020, with a vision to 2030". Hanoi.