

Current Situation of Physical Education Curriculum Management at the Vietnam National University Ho Chi Minh City Center of Sport

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Received: December 25, 2025
doi:10.65343/erd.v2i1.69

Accepted: January 29, 2026
URL: <https://doi.org/10.65343/erd.v2i1.69>

Published: February 5, 2026

Abstract

Through the Physical Education (PE) course program issued under Decision No. 1476/QĐ-DHQP dated November 27, 2020, by Vietnam National University Ho Chi Minh City (VNU HCMC). Based on the program content, influencing conditions, implementation organization, and the decentralization and delegation of management authority. Research identified the units and organizations involved in implementing the PE course program at the Vietnam National University Ho Chi Minh City Center for Sport (SC, VNU HCMC). Evaluation the shortcomings in the management and implementation of the PE course program at the SC, VNU-HCMC, is an important basis for proposing measures to the Board of Directors of the SC, VNU-HCMC to improve the management of the course program.

Keywords: course curriculum, physical education, course curriculum management, Vietnam National University Ho Chi Minh City Center for Sport

1. Introduction

In Vietnam, the subject PE holds a very important position and role in the strategy of training human resources to serve the country's development orientation. PE work in schools always receives attention from the Government and society.

Despite numerous legal documents and significant attention from VNU HCMC leadership, Despite the frequent innovation and upgrading of equipment, facilities, grounds, and tools, as well as the improvement in the quality and quantity of the teaching staff, PE is still considered a secondary subject to this day. In addition, the PE course schedule is poorly designed, and the course content is not engaging, so students lack interest and passion, leading to a lack of motivation in their studies. All of these factors mean that the current PE curriculum objectives do not meet the Government's desired goals. Furthermore, in the context of globalization and international integration, along with the rapid development of the Industrial Revolution, a trend towards personalized learning has emerged. The curriculum content, including PE courses, should be tailored to needs and interests, allowing learners to choose appropriate course content (subjects), teaching approaches (direct or indirect), and learning experiences (traditional, such as hands-on training on the field, or non-traditional, such as online learning). Because of these issues, curriculum managers need to develop detailed plans, organizational methods, implementation guidelines, and evaluation strategies that align with the trend of personalized learning.

Based on the above reality, VNU HCMC established SC, VNU-HCMC in 2019 to carry out the task of teaching PE as well as more diverse and suitable sports activities for students of member and affiliated units of VNU HCMC. The PE curriculum, compiled by SC, VNU-HCMC and reviewed and approved by VNU HCMC, includes 10 elective courses at both basic and advanced levels, and has been in effect since the first semester of the 2020-2021 academic year.

However, due to the prolonged outbreak of the Covid-19 pandemic, the SC, VNU-HCMC was slow in adapting to the shift from in-person to online training methods, due to the lack of investment in training management software, there was still some confusion in implementing and organizing online teaching during the second semester of the 2020-2021 school year. Recognizing these shortcomings, this research project chooses the topic "Current Status of Management and Implementation of the PE Course Program at the SC, VNU-HCMC" to clarify the current state of management and implementation of the PE course program at this institution.

2. Research Methods

In this research, the author used the following methods to achieve the stated objectives:

- Document research method: This method is used to collect relevant theoretical information, analyze, synthesize, and systematize related knowledge, thereby forming a theoretical basis for research (Le Van Lam & Nguyen Xuan Sinh. 1999); (Le Quy Phuong et al. 2015). The Document were searched for and collected from books, textbooks, specialized journals, dissertations, theses, etc., both domestic and international, related to the program, the management and implementation of the PE course program, as well as the factors influencing this activity. The author outlined the research content, then proceeded to search for relevant sources and discuss the research problem.
- Questionnaire survey method: This is the main research method used to collect quantitative data from questionnaires to answer the questions in the study (Le Quy Phuong et al. 2015); (Nguyen Van De & Pham Minh Hung. 2013). The research collects data to assess the current state of the PE Program, manage its implementation, and investigate the causes of the current situation. In addition, the study also used this method to test the urgency and feasibility of the proposed measures. To conduct the survey using questionnaires, the study involved sampling, distributing questionnaires, and collecting data from the following subjects: 14 management staff members from 7 member and affiliated units of VNU HCMC (representing the Board of Directors, Heads of Training/Training Management Departments), and from SC, VNU-HCMC (Board of Directors, management staff of the General Affairs Department, management staff of the Departments); 26 lecturers participated in teaching the PE course program at SC, VNU-HCMC.
- Data processing methods: his method is used to process quantitative data and qualitative information obtained from questionnaire surveys and in-depth expert interviews (Do Vinh & Huynh Trong Khai. 2008), (Hoang Trong & Chu Nguyen Mong Ngoc. 2008). This study uses SPSS software to process and analyze quantitative data. The statistical operations used in this research include descriptive statistical analysis such as mean, standard deviation, frequency, and percentage, thereby providing comparisons, observations, and discussions on the research problem. In addition, the study also uses qualitative information analysis methods by using interview results to explain and demonstrate the data collected from the questionnaire, thereby further clarifying the survey content.

Table 1. Scoring scale for evaluating the current state of program management at the Vietnam National University Ho Chi Minh City Center for Sport.

| Scoring scale | Average score | Rating level |
|---------------|---------------|--|
| 5 points | 4.21 – 5.0 | completely agree; it's very influential |
| 4 points | 3.41 – 4.20 | Agreed; influence |
| 3 points | 2.61 – 3.40 | Hesitant |
| 2 points | 1.81 – 2.60 | Disagree; no effect |
| 1 points | 1.0 – 1.80 | Strongly disagree; completely unaffected |

- Regarding the research space: The survey covered 7 member and affiliated units of VNU HCMC with students participating in the PE course program at the SC, VNU-HCMC, including: (Polytechnic University, University of Science, University of Social Sciences and Humanities, International University, University of Information Technology, University of Economics and Law, University of Health Sciences) and one implementing and teaching management unit is SC, VNU-HCMC.

3. Theoretical Basis

Program management involves systematic processes: planning, organizing implementation, monitoring, and evaluating results to ensure the program achieves its objectives and quality standards. The management model for implementing the PE course program should be based on the principle of clear assignment of responsibilities, coordination among relevant departments (Board of Directors, General Affairs Department, Departments), and active participation of lecturers and students.

Managing the implementation of the PE curriculum is the process of organizing, directing, and coordinating relevant forces in the PE field to promote effective PE activities for young people, ensuring the correct implementation of educational principles, alignment with training objectives, and fulfillment of societal development requirements. PE management can be approached from two key aspects: managing the teaching of PE courses to students and managing extracurricular physical training activities, contributing to the development of physical fitness and the formation of positive exercise habits for students. The role of managing the implementation of the PE curriculum is crucial for higher education management, as demonstrated by: 1) Management ensuring the PE curriculum is implemented according to plan; 2) Management ensuring each department and individual understands their responsibilities and performs them correctly; 3) Management

enabling leaders of educational units to direct and coordinate implementation in a unified and appropriate manner; 4) Management enabling leaders of educational units to monitor and promptly correct any errors (if any).

Based on the management functions of (Fayol. 1949), the management of the PE curriculum implementation is carried out with four basic functions as follows: 1) implementation planning, 2) implementation organization, 3) implementation direction, and 4) implementation monitoring and supervision. Management functions are specialized activities in which the managing entity influences the managed object to achieve specific goals. These functions reflect the core content of management, serving as the basis for the division of labor and the construction of an effective management organizational structure. Besides this research topic, there are also many related previous studies such as:

According to (Dang Thi Dieu Hien. 2016): “Organizational management plays a fundamental role in guiding training activities. This is the process of selecting methods, proposing solutions, and forecasting results to ensure the effective implementation of training tasks within a certain period of time.”

According to (Tran Kiem. 2008), organization is the process of assigning and coordinating tasks and resources in specific ways to ensure the achievement of set goals. This process simultaneously forms the organizational structure and the relationships between members, as well as between departments within the organization, with the aim of successfully implementing the plan and achieving the organization's common goals. Organizational implementation can be viewed as the process of establishing relationships between individuals and departments within an educational institution, including leaders, managers, lecturers, staff, students, and collaborating units. The management team effectively influences the managed subjects by coordinating the institution's resources to achieve the set objectives. Building and perfecting the organizational structure in training activities must ensure the system's superiority and flexibility in management (Nguyen Thai Binh Long. 2021).

So the question is: How is the PE course program currently being managed and implemented at SC, NVU HCMC?

To answer this question, the author argues that evaluating the management of the PE program at the SC, VNU-HCMC, is a very important activity in higher education, as it helps VNU-HCMC understand the actual quality of training management and assess the suitability of the PE program. Specifically, the following main reasons can be cited:

- Improving teaching and management: Through evaluating the current state of program implementation management, SC, VNU-HCMC can identify strengths and weaknesses in management activities. The results help adjust the organizational structure, management methods, and legal enforcement in management work, etc., in order to improve the effectiveness of the training program.
- Providing data for accreditation and ranking: University accreditation and ranking organizations often consider operational methods and organizational management structures as important criteria for evaluating quality. This result helps SC, VNU-HCMC enhance their reputation, brand, and attract new students.
- Long-term development orientation: Based on the current situation, which is considered a practical and reliable source of information, SC, VNU-HCMC can formulate strategies, develop training programs, facilities, and faculty to meet societal needs.

Thus, evaluating program implementation management is an essential feedback tool that helps SC, VNU-HCMC ensure and improve training quality, refine organizational management structure, and affirm the reputation of SC, VNU-HCMC.

4. Results and Discussion

4.1 Overview of the Physical Education Program at the Vietnam National University Ho Chi Minh City Center for Sport

- Overall Objective: The PE curriculum aims to equip students with basic knowledge and motor skills, fostering a habit of physical exercise to improve health, develop physical fitness and stature, perfect personality, enhance learning abilities, and improve social skills with a positive spirit and attitude, contributing to the achievement of comprehensive education goals.
- Specific objectives:

In terms of knowledge: Students will grasp the principles and methods of rational sport training, the rules of the sport, the organization of competitions and refereeing methods, and understand the basic tactics in the sport.

In terms of skills: Students will be able to perform basic techniques, including advanced techniques in the subject, methods of organizing competitions and refereeing in the subject, and specialized physical fitness development exercises.

In terms of attitudes: Students are encouraged to develop qualities and attitudes such as seriousness, diligence, self-awareness, and a positive attitude towards learning and practicing sports; they will have a sense of discipline, teamwork, and solidarity in training and competition; and they will develop a habit of regularly practicing sports to improve their health.

Table 2. Learning Outcomes for the PE Curriculum

| Course Learning Outcomes (CLOs) | |
|--|---|
| Symbol | <i>Upon completing this module, students will be able to:</i> |
| Knowledge | |
| CLO1 | Explain the effects of sports training on human health and the role of PE in achieving holistic education goals. |
| CLO2 | Applying knowledge of the rules, competition organization, and refereeing of the sport during the learning process. |
| Skills | |
| CLO3 | Mastering advanced techniques and applying tactics in training and competition. |
| CLO4 | Practice some rules, competition organization and refereeing procedures, first aid skills, and hygiene in sports exercise and competition. |
| CLO5 | Applying communication, teamwork, and coordination skills; organizing and managing group activities; participating in and organizing sports activities within the school. |
| Attitude | |
| CLO6 | Regular exercise improves health and develops physical fitness through the creation of a plan that applies the knowledge and training methods learned. |
| CLO7 | Demonstrate a sense of responsibility towards learning, self-discipline, teamwork, and mutual support in exercise, sports competitions, and in life. |

- Knowledge volume and training time: The total PE course program consists of 90 hours (12 theoretical hours, 78 practical hours) divided into 6 credits (15 hours/credit). The time for one lecture hour (in-person/online) is calculated as 50 minutes.

The curriculum and teaching program are standardized across the entire VNU HCMC system, offering a diverse range of options with 9 sports (football, volleyball, basketball, table tennis, swimming, tennis, rhythmic gymnastics, martial arts, pickleball) for students to choose from and register for, and 1 subject specifically for students with disabilities or health limitations (chess).

- Regarding the assessment and evaluation of course results:

The course grade is based on the student's overall learning outcomes throughout the course, according to the detailed course syllabus, including the following component scores:

Attendance accounts for 10%;

Mid-term assessment accounts for 30%;

Final exam accounts for 60%.

Course grades are calculated on a 10-point scale. The minimum passing grade is 5 points.

4.2 Staff at the Vietnam National University Ho Chi Minh City Center for Sport

The Lecturer staff accounts for a high proportion of the workforce. They are the core personnel of the Center, recruited, planned, and appointed according to clear and transparent criteria, in compliance with the regulations of the Ministry of Education and Training and VNU HCMC.

Table 3. Staff statistics of SC, VNU-HCMC

| No. | Staff | Quantity | percentage (%) | Level | | |
|--------------|------------|-----------|----------------|----------|-----------------|----------|
| | | | | Doctor | Master's degree | Bachelor |
| 1 | Manage | 7 | 17.94 | 4 | 3 | 0 |
| 2 | Lecturer | 21 | 53.84 | 2 | 19 | 0 |
| 3 | Coach | 1 | 2.56 | | 1 | 0 |
| 4 | Specialist | 10 | 25.6 | | 10 | |
| total | | 39 | 100 | 6 | 33 | 0 |

Source: General Statistics Office, 2024

As of November 30, 2024, the SC, VNU-HCMC had 39 staff members, including: 7 lecturers who also held leadership positions (17.94%); 21 lecturers (53.84%); 1 trainer involved in teaching (2.56%); and 10 specialists (25.6%).

The statistics in Table 3 show that: SC, VNU-HCMC has a team of lecturers with good professional qualifications and competence, relatively high professional levels, and all of them hold master's degrees or higher, creating a foundation for scientific research and teaching. If considered according to the standards for teaching non-specialized university subjects, the professional qualifications of the lecturers at SC, VNU-HCMC meet the quality requirements well.

4.3 Current Status of Management and Implementation of the Physical Education Curriculum at the Vietnam National University Ho Chi Minh City Center for Sport

Hierarchical management structure for the PE program at VNU HCMC:

- The leadership of the VNU HCMC Board of Directors: A crucial element in the formation, development, and long-term, stable direction of sport development within VNU HCMC. Their function is to direct all activities of VNU HCMC, formulating policies and strategies for the development of sport in particular, as well as all other activities within VNU HCMC in general, in parallel with the overall development of comprehensive educational goals. They are the entity responsible for issuing the PE curriculum for students at VNU HCMC.
- SC, VNU-HCMC will:

Coordinate with the Board of Directors of member universities and affiliated units within VNU HCMC to organize and implement the PE course program issued by VNU HCMC.

In coordination with the Student Affairs Department of VNU HCMC, the Student Affairs Offices, the Youth Unions of member universities, and affiliated units within VNU HCMC, we provide consulting services for organizing sports events, training athletes, and managing tournaments for students, ranging from competitions within VNU HCMC to city and national level competitions.

4.3.1 Current Status of Awareness of the Importance of Physical Education Program Implementation Management at Vietnam National University Ho Chi Minh City Center for Sport

Table 4. Descriptive statistics of the current awareness of the group of lecturer staff regarding the importance of managing the implementation of the PE course program at SC, VNU-HCMC

| Question code | Main content | N | Min | Max | Mean | Std. Deviation |
|---------------|--|----|-----|-----|------|----------------|
| MI_L01 | Managing the implementation of the PE course program contributes to the sustainable development of SC, VNU-HCMC. | 40 | 2 | 5 | 4.43 | 0.781 |
| MI_L02 | Managing the implementation of the Advanced PE program for enhancing the reputation of SC, VNU-HCMC within VNU HCMC. | 40 | 3 | 5 | 4.45 | 0.677 |
| MI_L03 | Management ensures the PE curriculum is implemented according to plan. | 40 | 3 | 5 | 4.58 | 0.712 |
| MI_L04 | Program implementation management helps individuals and departments perform their tasks correctly. | 40 | 2 | 5 | 4.58 | 0.813 |
| MI_L05 | Leadership directs the implementation of the unified program across the entire SC, VNU-HCMC. | 40 | 3 | 5 | 4.58 | 0.747 |
| MI_L06 | Program implementation management helps leaders to monitor and correct issues in a timely manner. | 40 | 3 | 5 | 4.53 | 0.784 |

The survey results show that all content areas achieved an average value above 4.40, indicating a high level of awareness among faculty and staff regarding the important role of managing the implementation of the PE curriculum. In particular, the three questions MI_L03, MI_L04, and MI_L05 all achieved a mean = 4.58, demonstrating a very high level of agreement on the role of managing the implementation of the PE curriculum in ensuring adherence to the plan, clear task assignment, and unified direction. The low degree of variability (SD ranging from 0.677 to 0.813) reflects the stability and uniformity of the survey respondents' opinions. The scale's reliability is high: indicated by a Cronbach's Alpha of 0.959, which is very high compared to the acceptable threshold (> 0.7), suggesting the scale is highly reliable and that the question items consistently measure the same concept.

It is evident that faculty and staff deeply understand the importance of managing the implementation of the PE program as a strategic tool for sustainable development, enhancing the unit's reputation, and ensuring the effective execution of training tasks. This provides a favorable foundation for the SC, VNU-HCMC to implement innovative management measures such as enhanced planning, multi-unit coordination, and the digitization of program management processes, etc.

4.3.2 Current Status of Planning and Implementation of the Physical Education Curriculum at the Vietnam National University Ho Chi Minh City of Center Sport

In addition, survey results from 40 faculty members showed a fairly high level of agreement regarding the content reflecting the organizational function of implementing the PE course program at SC, VNU-HCMC. Specifically, the content "The objectives, content, and format of the PE course program are clearly defined" received the highest average score (4.60), with a low standard deviation (0.709), demonstrating high consensus on clearly defining the program's direction.

Next, the two indicators "Specific conditions for infrastructure, finance, and human resources" and "Clearly defined coordination mechanisms with training units" both achieved an average score of 4.53, with standard deviations of 0.784 and 0.751, respectively. These figures reflect the positive assessment of faculty and staff regarding the preparation of implementation conditions and inter-unit coordination, although there is still a certain degree of divergence in opinions. In addition, the indicator "Time and format of courses suitable to student needs" was also highly rated with an average score of 4.55 and a standard deviation of 0.677 – the lowest in the group. This shows that faculty and staff highly appreciate the flexibility and rationality in organizing teaching to meet the practical needs of learners.

Table 5. Descriptive statistics of the assessment level of the group of staff and lecturers on the current status of Planning and Implementation of the PE Course Program at SC, VNU-HCMC

| Question code | Main content | N | Min | Max | Mean | Std. Deviation |
|---------------|---|----|-----|-----|------|----------------|
| MI_L07 | The objectives, content, and format of the PE course program are clearly defined. | 40 | 3 | 5 | 4.60 | 0.709 |
| MI_L08 | The necessary infrastructure, financial resources, and human resources are. Specifically defined. | 40 | 3 | 5 | 4.53 | 0.784 |
| MI_L09 | The mechanism for coordination with training institutions is clearly defined | 40 | 3 | 5 | 4.53 | 0.751 |
| MI_L10 | Course duration and format are tailored to students' needs. | 40 | 3 | 5 | 4.55 | 0.677 |

Cronbach's Alpha = 0.90 (with 4 survey variables)

4.3.3 Current Status of Implementation of the PE Course Program at the Vietnam National University Ho Chi Minh City of Center Sport

Table 6. Descriptive statistics of the assessment level of the group of staff and lecturers on the current status of the implementation of the PE course program at SC, VNU-HCMC

| Question code | Main content | N | Min | Max | Mean | Std. Deviation |
|---------------|--|----|-----|-----|------|----------------|
| MI_L11 | Hierarchical management of implementation the PE curriculum is clear and transparent. | 40 | 3 | 5 | 4.28 | 0.784 |
| MI_L12 | The responsibilities between departments within the SC, VNU-HCMC, are clearly defined. | 40 | 3 | 5 | 4.33 | 0.829 |
| MI_L13 | The duties of lecturer and PE support staff are specifically defined. | 40 | 3 | 5 | 4.40 | 0.744 |
| MI_L14 | The necessary conditions (facilities, finances, expertise) are met. | 40 | 2 | 5 | 3.95 | 0.749 |

Survey results from 40 faculty members and lecturers show that, in general, factors related to the implementation of the PE course program at the SC, VNU-HCMC, were positively evaluated, with average scores above 3.9 for all content areas. Specifically, the content area "Specific duties of lecturers and staff serving PE" had the highest average score of 4.40 (SD = 0.744), demonstrating clarity in the assignment of tasks and roles of individuals involved in teaching and serving the PE course. Next, the section "Clear responsibilities between departments in SC, VNU-HCMC" has an average score of 4.33 (SD = 0.829), reflecting a relatively good coordination mechanism and functional delineation between units, although the standard deviation is still quite high, indicating a lack of uniformity in assessment. The content "Clear and transparent management hierarchy for implementing the PE subject program" also achieved a relatively high average score (4.28), showing that the teaching staff has a positive assessment of the transparency and logic in the current management system. However, the content "Ensuring conditions (facilities, finances, expertise) meet requirements" only achieved an average of 3.95 - the lowest among the criteria - and had a standard deviation of 0.749. This indicates that certain limitations still exist in terms of resources, especially facilities and finances, causing the implementation of the PE subject program to not be truly synchronized and complete as expected by the program implementation team.

4.3.4 Current Status of Directing the Implementation of the PE Course Program at the Vietnam National University Ho Chi Minh City of Center Sport

Table 7. Descriptive statistics of faculty members' evaluation of the current status of the implementation of the PE course program at the SC, VNU-HCMC

| Question code | Main content | N | Min | Max | Mean | Std. Deviation |
|---------------|---|----|-----|-----|------|----------------|
| MI_L15 | Leaders are focusing on raising awareness about managing the implementation of the PE curriculum. | 40 | 2 | 5 | 4.40 | 0.841 |
| MI_L16 | Directing the implementation of the program in accordance with its objectives, content, and format. | 40 | 2 | 5 | 4.33 | 0.888 |
| MI_L17 | Leaders coordinate and utilize resources effectively to implement the program. | 40 | 2 | 5 | 4.08 | 0.859 |
| MI_L18 | Leaders encouraged staff and faculty to implement the program. | 40 | 3 | 5 | 4.40 | 0.810 |
| MI_L19 | Directing adjustments to the plan to suit each training institution. | 40 | 3 | 5 | 4.53 | 0.751 |

Cronbach's Alpha: 0.962 (with 5 survey variables)

The survey results of 40 faculty members show that the guidance and implementation of the PE course program at the SC, VNU-HCMC, were rated positively, with average scores ranging from 4.08 to 4.53.

In particular, the content "Directing adjustments to the plan to suit each training institution" received the highest rating with an average score of 4.53 and a low standard deviation (SD = 0.751), demonstrating the flexibility and timeliness of leadership in directing efforts to meet the specific conditions of each member unit.

The two content, "Leadership focuses on raising awareness about managing the implementation of the PE subject program" and "Leadership motivates staff and teachers to implement the program," both scored an average of 4.40, reflecting the leadership's attention to human factors and awareness – elements that play a crucial role in the effective implementation of the program.

The content "Directing the implementation of the program's objectives, content, and format correctly" scored an average of 4.33 and had a relatively high standard deviation (SD = 0.888), indicating a certain difference in the level of agreement among the survey respondents, although overall the assessment remained positive.

The content with the lowest average score was "Leadership in coordinating and effectively utilizing resources for program implementation" with an average score of 4.08 (SD = 0.859). This reflects the reality that there are still difficulties or limitations in allocating and coordinating resources such as personnel, facilities, and finances to implement the program optimally.

4.3.5 Current STatus of INSpection and MONitoring of the IMplementation of the PE COURSe PROGRAM at the Vietnam National University Ho Chi Minh City of Center Sport

Table 8. Descriptive statistics of faculty members' assessment of the current state of inspection and monitoring of the PE course program implementation at the SC, VNU-HCMC

| Question code | Main content | n | Min | Max | Mean | Std. Deviation |
|---------------|---|----|-----|-----|------|----------------|
| MI_L20 | Leaders focus on checking the program's objectives, content, and format. | 40 | 2 | 5 | 4.30 | 0.966 |
| MI_L21 | Leaders inspect the conditions to ensure the program is implemented. | 40 | 2 | 5 | 4.05 | 0.846 |
| MI_L22 | Leaders conduct preliminary and final reviews, and draw lessons from the program. | 40 | 3 | 5 | 4.35 | 0.802 |

The survey of 40 faculty members regarding the inspection and supervision of the PE course program revealed that all aspects were rated relatively highly, with average scores ranging from 4.05 to 4.35.

In particular, the content "Leadership in conducting preliminary and final reviews, and drawing lessons from the program" received the highest rating (Mean = 4.35; SD = 0.802), reflecting the attention of the SC, VNU-HCMC in reviewing the implementation process to improve and adjust for subsequent stages. This is one of the important criteria for improving the quality of management in implementing the PE course program in a continuous and sustainable manner.

The content "Leaders focus on checking the objectives, content, and form of the program" also scored quite high (Mean = 4.30), but had a relatively large standard deviation (SD = 0.966), indicating a certain dispersion in the level of awareness and evaluation of this content among the survey respondents. This may reflect the fact that inspection and supervision in some member units are not uniform in terms of implementation level or the level of attention from leaders is not truly consistent.

The content with the lowest average score was "Leadership in checking the conditions for program implementation" (Mean = 4.05; SD = 0.846), indicating that this aspect needs more attention, especially in the context of the increasing demands for improving the quality of the PE subject program and its strong dependence on ensuring conditions such as facilities, finances, and human resources.

5. Discussion

The survey results show that faculty members unanimously agree on and highly appreciate the objectives, content, implementation conditions, and organizational mechanisms of the PE course program at SC, VNU-HCMC. The main reason is that the faculty members directly participated in the development and implementation of the program, understanding the innovative direction and the scientific basis of its organization. Furthermore, the clear assignment of responsibilities, coordination between units, and relatively suitable management system have created a stable foundation for faculty members to view the program positively.

In addition, the implementation of the PE program is considered effective thanks to a relatively clear management mechanism, but limitations in infrastructure and funding still exist. This is due to delays in infrastructure investment and financial resources not commensurate with the scale of training at VNU HCMC.

Regarding leadership, the Center has shown flexibility in adjusting plans and motivating lecturers, but limitations in management capacity and resource allocation have resulted in suboptimal effectiveness.

Finally, the inspection and monitoring activities were positively evaluated due to the attention paid to summarizing and drawing lessons learned. However, the reason this work was not comprehensive was that the inspections mainly focused on overall assessment, lacked a system of quantitative indicators, and were not closely linked to the necessary conditions (facilities, teaching staff, finances). Therefore, the management of program implementation still lacked consistency and sustainability.

6. Conclusion

The research results have identified the following:

The relevant units and individuals involved in managing and implementing the PE course program at SC, VNU-HCMC have been identified, including: the Board of Directors, the General Affairs Department, the Departments, and especially the lecturers directly involved in teaching (as this is the team directly implementing the course program).

The study identifies the advantages and disadvantages of managing the implementation of the PE course program, with the most significant challenge being the current insufficient infrastructure and funding to support student learning and faculty teaching activities. The research findings provide a basis for proposing appropriate measures to improve the management of the PE course program at the SC, VNU-HCMC.

Acknowledgments

To complete this thesis, I would like to express my sincere gratitude to the leaders of the Vietnam National University Ho Chi Minh City, the leaders of the Vietnam National University Ho Chi Minh City Center for Sport, and the Rector of the University of Finance and Marketing for providing me with the opportunity and time to conduct this research. I would also like to thank the lecturers of the universities affiliated with the national universities, etc., for their cooperation with the author during the survey process. This research was partially funded by the University of Finance and Marketing, Vietnam. Conflict of Interest Statement

The article is the research work of the author group. The data and results are honest, not overlapping with other studies.

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