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Current status of physical education at Viet Bac college of culture and arts, Viet Nam

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Abstract

Physical education (PE) is an important component of comprehensive education, contributing to the improvement of students' health and physical fitness. This study aims to assess the current status of physical education at Viet Bac College of Culture and Arts through an investigation of facilities, teaching staff, curriculum, and students' physical fitness outcomes. The research methods include document analysis, questionnaire surveys, interviews, and mathematical statistics. The results show that physical education at the College has been implemented relatively adequately in accordance with current regulations; however, there remain limitations in facilities, instructional time, and the extent to which the program meets the requirements for developing students' general physical fitness. Based on these findings, the study proposes several orientations to improve the effectiveness of physical education in the coming period.

Keywords: Physical education, PE status, students, Viet Bac college of culture and arts, Viet Nam

1. Introduction

Physical education is an essential part of comprehensive education, playing an important role in improving health, developing physical fitness, and forming personality and a healthy lifestyle for learners. This viewpoint has been consistently affirmed in the policies and guidelines of the Communist Party and the State of Viet Nam on the comprehensive development of Vietnamese people in the period of industrialization and modernization.

The Law on Physical Training and Sports (2006, amended and supplemented in 2018) stipulates that physical education is a compulsory educational content in schools, aiming to educate, protect, and improve the health of pupils and students. The Education Law (2019) continues to emphasize that the goal of education is the comprehensive development of Vietnamese people in terms of morality, intellect, physical fitness, aesthetics, and professional capacity. Government Decree No. 11/2015/ND-CP provides specific regulations on physical education and sports activities in schools, requiring educational institutions to organize both curricular physical education and extracurricular sports activities regularly and effectively. In addition, Decision No. 53/2008/QĐ-BGDĐT of the Ministry of Education and Training promulgates regulations on assessing and classifying students' physical fitness, considering physical fitness outcomes as an important criterion reflecting the quality of physical education.

Viet Bac College of Culture and Arts is a training institution providing human resources in the fields of culture and arts for the northern midland and mountainous regions of Viet Nam. The specific characteristics of these training programs require students not only to possess professional competence but also to have sufficient health and physical fitness to meet the demands of study, practice, and professional activities. In recent years, the College has paid attention to implementing physical education in accordance with current regulations; however, in the context of educational innovation and the need to improve training quality, an objective and scientific assessment of the current status of physical education is necessary. Based on the above theoretical and legal foundations, the study "Current Status of Physical Education at Viet Bac College of Culture and Arts" was conducted to provide a scientific basis for proposing orientations and solutions to improve the effectiveness of physical education at the College.

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2. Subjects and Research Methods

2.1 Research subject: Physical education activities at Viet Bac College of Culture and Arts.

2.2 Research methods

The study employed the following main research methods: analysis and synthesis of documents to establish theoretical and legal foundations; questionnaire surveys combined with interviews with administrators and physical education teachers to collect information on the current status of physical education; pedagogical observation of curricular physical education classes and extracurricular sports activities; pedagogical testing using physical fitness assessment tests for students as prescribed by the Ministry of Education and Training; and mathematical statistics to process and analyze the collected data.

3. Results and Discussion

3.1 Current Status of Facilities Serving Physical Education at Viet Bac College of Culture and Arts

Facilities for teaching and learning are always a crucial factor that directly affects the quality and effectiveness of training. Adequately provided facilities create favorable conditions for teachers to implement their instructional plans and training tasks, while also offering the best possible conditions for students to achieve effective learning outcomes.

This study conducted a survey on the current status of facilities serving curricular physical education and extracurricular sports activities at Viet Bac College of Culture and Arts. The results of the survey on facilities are presented in Table 1.

Table 1: Current Status of Facilities Serving Physical Education at Viet Bac College of Culture and Arts

No.	Facilities	Quantity	Quality
1	Sand pit (for high jump and long jump)	1	Average
2	100-meter running track	03	Average
3	Volleyball court	01	Average
4	Badminton courts	02	Average
5	Table tennis tables	04	Average

Table 2: Current Status of Physical Education Teaching Staff at Viet Bac College of Culture and Arts

Total number	Academic qualification			Teaching experience		Age		
	Master's	Bachelor's	College	Over 10 years	Under 10 years	Over 40	30-40	Under 30
2	1	1	0	2	0	0	2	0
2	1	1	0	2	0	0	2	0
2	1	1	0	2	0	0	2	0

The results in Table 2 show that although the number of physical education teachers at Viet Bac College of Culture and Arts is limited, their professional qualifications basically meet the required standards, with 50% holding a master's degree and 50% holding a bachelor's degree. All teachers have more than 10 years of working experience, indicating relatively solid teaching experience. However, the proportion of teachers over 40 years of age is high, while there is a lack of younger successor staff. This situation may affect the innovation of teaching methods and the long-term sustainability of physical education at the College.

The results presented in Table 1 indicate that the facilities serving physical education at Viet Bac College of Culture and Arts have basically been equipped with the minimum items required by the physical education curriculum, including a sand pit, a running track, a volleyball court, badminton courts, and table tennis tables. These facilities enable the College to organize and implement several basic physical education activities for students.

However, in terms of both quantity and quality, the facilities still show a number of limitations. Most items are assessed at an average level; notably, the 100-meter running track has a concrete surface and the badminton courts are arranged outdoors, which may pose potential safety risks and are affected by weather conditions during teaching and practice. In addition, the number of sports fields and equipment remains limited in comparison with the size of the student population, making it difficult to organize simultaneous classes and to improve the effectiveness of physical education lessons.

These limitations in facilities directly affect the diversification of teaching content, exercise intensity, and the effectiveness of developing students' general physical fitness. This is also one of the factors contributing to the fact that students' physical fitness outcomes have not reached a high level. Therefore, gradual investment in improving and upgrading facilities for physical education is necessary in order to enhance the quality and effectiveness of physical education at the College in the coming period.

3.2 Current Status of Physical Education Teaching Staff at Viet Bac College of Culture and Arts

Physical education is a compulsory subject in the training program of Viet Bac College of Culture and Arts. The subject is taught by the Physical Education Division under the close direction and supervision of the College's Board of Management, the Training Department, and the Faculty of General Knowledge and Basic Professional Studies. The total number of physical education teachers is two; both are male and hold at least a bachelor's degree, having been formally trained in physical education.

The statistical results regarding the current status of physical education teaching staff at Viet Bac College of Culture and Arts are presented in Table 2.

3.3 Current Status of the Curriculum and Organization of Physical Education Classes at Viet Bac College of Culture and Arts

Course objectives

- **In terms of knowledge:** Students are able to present the effects, basic techniques, and several rules of the sports subjects studied in order to improve health and develop general physical fitness.
- **In terms of skills:** Students are able to practice and train independently, correctly applying the technical requirements and regulations of the sports subjects studied.

- **In terms of autonomy and responsibility:** Students develop self-discipline and form regular physical training habits to maintain health during study, work,

and other activities. The physical education curriculum is presented in Table 3.

Table 3: Physical Education Curriculum at Viet Bac College of Culture and Arts

No.	Chapter/Lesson	Time (hours)			
		Total	Theory	Practice	Assessment
I	Introduction	1	1		
II	Chapter I: General Physical Education	30	3	25	2
1	Lesson 1: Basic Gymnastics	13	1	12	
2	Lesson 2: Athletics	14	1	13	
3	Assessment of General Physical Education	2			2
III	Chapter II: Elective Sports Modules (choose one of the following)	30	2	26	2
1	Module 1: Swimming	30	2	26	2
2	Module 2: Badminton	30	2	26	2
3	Module 3: Volleyball	30	2	26	2
4	Module 4: Basketball	30	2	26	2
5	Module 5: Football (Soccer)	30	2	26	2
6	Module 6: Table Tennis	30	2	26	2
7	Module 7: Other Sports	30	2	26	2
	Total	60	5	51	4

Based on Table 3, the physical education curriculum at Viet Bac College of Culture and Arts is delivered in accordance with regulations, comprising a total of 60 periods divided into two semesters. Each semester consists of 15 weeks, and the time allocation is presented as shown in the table above. Through analysis of the curriculum structure and direct observation, the study indicates that the physical education program at Viet Bac College of Culture and Arts has been implemented in compliance with the framework curriculum issued by the Ministry of Labour, Invalids and Social Affairs. The subjects are reasonably distributed, including both general physical education courses and elective sports modules. According to the regulations of the Ministry of Labour, Invalids and Social Affairs, the elective sports modules include swimming, volleyball, badminton, basketball, football, table tennis, and other sports. However, based on the actual conditions of the College and the sport that best meets students' training needs, the Physical Education Division has selected badminton as the elective sport for students.

3.4 Current Status of the Content and Teaching Methods of Physical Education

a) Content

The Physical Education Division at Viet Bac College of Culture and Arts strictly implements the physical education curriculum issued by the Ministry of Labour, Invalids and Social Affairs. The curriculum consists of two components: theory and practice.

- **Theoretical component:** The introductory lesson in the physical education curriculum focuses mainly on introducing the subject, including its position, nature, objectives, main content, teaching methods, and assessment of the physical education course. Each subject in both the general physical education program and the elective sports modules includes two theoretical periods. Providing students with theoretical knowledge helps them develop proper awareness of the role of physical education in schools, supports self-directed health training, and equips them with accurate and detailed knowledge of movement techniques, training principles, physical conditioning, and sports competition.

- **Practical component:** Given that physical education is practice-oriented, instruction in movement techniques is mainly conducted during scheduled curricular classes. Based on the established curriculum framework, the Division delivers all subjects in accordance with the regulations of the Ministry of Labour, Invalids and Social Affairs. Upon completion of each subject, assessments are conducted for each content area in line with departmental regulations approved by the College.

b) Teaching organization methods

The organization of physical education for students is implemented through two forms: curricular and extracurricular activities.

- **Curricular activities:** These are classes conducted according to the timetable proposed by the Division and included in the College's annual academic plan. They involve formal assessment and grading for each course module. The final assessment includes performance results, movement techniques, and physical fitness. Curricular classes primarily focus on teaching technical skills of the sports specified in the detailed course syllabus.
- **Extracurricular activities:** These consist of students' self-directed practice sessions, which are mainly spontaneous, irregular, and lack close instructional guidance from teachers. Students practice or play their preferred sports independently, and training activities are generally not conducted according to a structured program.

3.5 Current Status of Students' Physical Education Learning Outcomes at Viet Bac College of Culture and Arts

To evaluate students' learning outcomes at Viet Bac College of Culture and Arts, the study collected data on the academic results of college-level students over the two most recent academic years (based on data provided by the Training Department). These data reflect students' final examination scores for the physical education course across semesters and academic years. The results are presented in Table 4.

Table 4: Learning Outcomes of Students at Viet Bac College of Culture and Arts Academic Years 2017-2018 and 2018-2019 (College Level)

No.	Course	2017-2018				Năm học 2018-2019			
		(Total students: 192)				Tổng số SV: 171			
		Excellent%	Good%	Average%	Weak%	Excellent%	Good%	Average%	Weak%
1	GDTC chung	8,74	35,51	53,55	2,2	12	40	44	4
2	TDTT tự chọn	14,75	31,69	50,81	2,75	8,8	42,8	43	5,4

The results shown in Table 4 indicate that the proportion of students classified as weak remains present across the academic years. For the general physical education course, the highest rate of weak performance was recorded in the 2018-2019 academic year at 4%, compared with 2.2% in 2017-2018. In the elective sports modules, the proportion of students who did not meet the requirements was also highest in the 2018-2019 academic year, at 5.4%, compared with 2.75% in 2017-2018.

Students achieving average results accounted for the highest proportion across all performance levels in both academic years. The proportion of students achieving excellent results was highest in the 2017-2018 academic year for the elective sports modules (14.75%), while for the general physical education course, the highest proportion of excellent results was observed in the 2018-2019 academic year (12%).

Overall, the learning outcomes in physical education in recent academic years show that a proportion of students still fail to pass the course. This finding suggests that students' physical fitness remains limited, which is considered one of the contributing factors to unsatisfactory academic performance in physical education.

3.6 Current Status of General Physical Fitness of Students at Viet Bac College of Culture and Arts

To assess the current status of general physical fitness of students at Viet Bac College of Culture and Arts, this study employed physical fitness classification tests for students in accordance with the regulations of the Ministry of Education and Training. The results were then compared with the student physical fitness classification standards stipulated in Decision No. 53/2008/QĐ-BGDĐT dated September 18, 2008, issued by the Minister of Education and Training. The assessment included the following tests:

- 30-meter sprint from a standing start (s);
- Sit-ups in the supine position (number of repetitions);
- 4 × 10 m shuttle run (s);
- Standing long jump (cm);
- Five-minute run (distance covered, m).

Study sample

The fitness assessment was conducted on 156 first-year students, including 64 male and 92 female students. The test results are presented in Table 5.

Table 5: Results of the Assessment of Students' General Physical Fitness at Viet Bac College of Culture and Arts

No.	Test item	Male (n = 64)		Female (n = 92)		Total n = 156	
		Passed	%	Passed	%	Passed	%
1	Sit-ups (repetitions/30 s)	52	81,25	74	80,43	126	80,77
2	Standing long jump (cm)	47	73,44	70	76,09	117	75,00
3	30 m sprint from standing start (s)	49	76,56	71	77,17	120	76,92
4	4 × 10 m shuttle run (s)	46	71,88	65	70,65	111	71,15
5	Five-minute run (m)	43	67,19	63	68,48	106	67,95

Based on the results presented in Table 5, the proportion of students meeting the physical fitness standards is relatively consistent across the test items. The highest pass rate was recorded in the sit-up test, at 80.77%, while the lowest was observed in the five-minute run, with only 67.95% of students meeting the standard. However, considering the overall level, the proportion of students meeting at least the average standard across all test items reached only 74.36%. This finding indicates that the current curricular physical education teaching conducted by the Division has not yet fully met the requirements for improving the general physical fitness of students at Viet Bac College of Culture and Arts.

4. Conclusions

- Physical education at the College has been implemented in accordance with current regulations, with the curriculum, teaching content, and organizational forms basically meeting the requirements of physical education in vocational education institutions.
- Facilities for physical education teaching and training have been provided at a minimum level; however, both their quantity and quality remain limited. Many facilities are only of average standard and do not adequately meet the requirements for organizing

simultaneous classes or for effectively improving students' physical fitness.

- The physical education teaching staff meet professional qualification standards and possess relatively solid teaching experience. Nevertheless, the number of teachers is small, and there is a lack of younger successor staff, which affects innovation in teaching methods and the long-term sustainability of physical education at the College.
- Students' learning outcomes and general physical fitness are at an average level, and a proportion of students still fail to meet the required standards in several test items, particularly those related to endurance, indicating that the effectiveness of general physical fitness development remains limited.

Overall, the findings show that despite the achievements attained, physical education at Viet Bac College of Culture and Arts still faces several limitations that need to be addressed. These results provide an important scientific basis for the College to continue researching, proposing, and implementing appropriate solutions to improve the quality and effectiveness of physical education for students in the coming period.

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