

# SOLUTIONS TO ENHANCE THE QUALITY OF BACHELOR'S DEGREE TRAINING IN PHYSICAL EDUCATION AT BAC NINH SPORTS UNIVERSITY

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## Summary

By employing regular scientific research methodologies in physical education and sports, this study has identified four key solutions to improve the quality of training for bachelor's degree programs in Physical Education at Bac Ninh Sports University. These solutions aim to meet society's evolving needs and demands.

**Keywords:** Strategies, Bachelor's degree, Physical Education, Bac Ninh Sports University.

## INTRODUCTION

In alignment with the Party and State's directives on comprehensive educational reform, alongside the imperative to continuously enhance the quality of Bachelor training in Physical Education to address societal demands, the Physical Education Department at Bac Ninh Sports University has, over the years, implemented various strategies to improve training quality. However, expert evaluations suggest that the current curriculum for the Physical Education major has yet to satisfy societal needs fully, nor does it entirely align with the preferences and aspirations of the students. Consequently, there is an urgent need for a comprehensive reform of the Physical Education curriculum, ensuring it is modernized, aligned with professional requirements, and responsive to real-world demands.

## RESEARCH METHODS

The study employed a combination of research methodologies, including document analysis and synthesis; pedagogical observation; expert interviews; SWOT analysis; and statistical analysis using mathematical methods.

## RESULTS AND DISCUSSION

Based on an evaluation of the current state of Bachelor training quality for Physical Education at Bac Ninh Sports University, the study applied a SWOT analysis and conducted expert interviews to identify strategic solutions aimed

at improving training quality. These solutions are projected to be implemented by 2025, with a long-term vision toward 2030. The results are presented in Tables 1 and 2.

The analysis in Table 1 reveals the results of the SWOT analysis, highlighting four solution groups with 20 detailed elements across the following categories: Strengths group (S): six elements were identified (S1 to S6), Weaknesses group (W): eight elements were identified (W1 to W8), Opportunities group (O): seven elements were identified (O1 to O7) and Threats group (T): six elements were identified (T1 to T6). This provides a scientific foundation for further analysis of the SWOT matrix and expert interviews to select appropriate solutions.

The results from Table 2 show that all four proposed solutions, derived from the SWOT analysis, fall into the following categories: S-O Group (Leverage strengths, seize opportunities), S-T Group (Leverage strengths, overcome threats), W-O Group (Seize opportunities, address weaknesses) and W-T Group (Address weaknesses, mitigate risks). The solutions received total scores between 33 to 36 points, corresponding to Likert scale averages of 2.8 to 3.0, indicating a high prioritization level for these solutions.

## CONCLUSION

This study has identified four priority solutions to enhance the quality of the Bachelor's degree program quality in Physical Education at Bac Ninh Sports University,

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**Table 1. SWOT Analysis Evaluating the Current Status of Bachelor’s Degree Training Solutions for the Physical Education Major at Bac Ninh Sports University**

<b>S (Strength)</b>	<b>W (Weakness)</b>
<ul style="list-style-type: none"> <li>- S1. With over 62 years of formation and development, the Physical Education Department has a long history, closely tied to Bac Ninh Sports University - the nation's leading institution in training and providing high-quality human resources.</li> <li>- S2. The objectives and curriculum of the Physical Education major hold a central and significant role in the university’s overall training system.</li> <li>-S3. The young teaching staff benefits from strong traditions, possessing enthusiasm, a desire for learning, professional ethics, and a strong political foundation.</li> <li>-S4. Students majoring in Physical Education are placed at the center of the educational process, receiving a robust outcome in skills, theory, and knowledge. They are also dynamic, creative, and well-supported, with career counseling and orientation beginning from the first year, laying the groundwork for a bright future.</li> <li>-S5. The department plays a key role in organizing events and fulfilling major political tasks for the university, the sports sector, and the country.</li> <li>-S6. Strong relationships exist with political and social organizations, associations, federations, and external businesses.</li> </ul>	<ul style="list-style-type: none"> <li>- W1. Facilities and training equipment, including practice fields, remain insufficient, failing to meet the requirements for curriculum development in the modern era.</li> <li>- W2. Although the curriculum is regularly updated, it has yet to keep pace with societal advancements.</li> <li>-W3. The teaching staff, while young and energetic, lacks experience and is limited in number, with gender imbalance and varying levels of expertise in professional theory and research.</li> <li>-W4. The number of Physical Education students remains low annually, insufficient to meet the high societal demand, resulting in a significant imbalance between supply and demand.</li> <li>- W5. After eight semesters, students have yet to fully develop specialized skills. Their practical problem-solving abilities and overall performance in specialized subjects show inconsistencies.</li> <li>- W6. The primary income source for staff is limited to salaries and it’s insufficient to meet personal, family, and societal needs.</li> <li>- W7. Learning resources for specialized training remain inadequate, and the pace of digital transformation is slow.</li> <li>- W8. The capacity for expanding training services and socializing financial resources remains underdeveloped, limiting the university's path to autonomy.</li> </ul>
<b>O (Opportunity)</b>	<b>T (Threat)</b>
<ul style="list-style-type: none"> <li>- O1. Government, Ministry of Information and Tourism, and Ministry of Education and Training directives (e.g., Decision 641/QĐ-TTg; Decision 1070/QĐ-TTg; Circular 32/2018/TT-BGDĐT) emphasize the fundamental and comprehensive reform of education.</li> <li>- O2. Strong support from political entities, ministries, and local authorities, along with the collective confidence in Bac Ninh Sports University's rich tradition and development potential.</li> </ul>	<ul style="list-style-type: none"> <li>- T1. There is a lack of professional development programs for both internal and external experts, limiting the ability of the teaching staff to fully implement new curricula.</li> <li>- T2. Economic pressures, such as caring for family and seeking additional income, hinder the ability to invest in professional development and research.</li> </ul>



**The model of learning combined with physical training in schools at educational institutions around the world**

O (Opportunity)	T (Threat)
<ul style="list-style-type: none"> <li>- O3. The university leadership, in close coordination with its functional units, is determined to drive progress, with the full support and direction of the Physical Education Department.</li> <li>- O4. A growing engagement of organizations, individuals, and businesses, both inside and outside the university, in supporting training activities.</li> <li>- O5. The leadership’s dedication and expertise serve as a crucial driving force for improving the training quality of Physical Education students, with strategic goals set for 2025 and a vision for 2030.</li> <li>- O6. The Bachelor training of the Physical Education Department plays a critical role in the university’s development, contributing to the supply of highly skilled professionals to meet the market demands of the new era.</li> <li>- O7. Students majoring in Physical Education demonstrate strong professional orientation, creating a foundation for building a robust, professional sports ecosystem that effectively meets societal needs.</li> </ul>	<ul style="list-style-type: none"> <li>- T3. Limited budget allocations for learning resources and textbooks result in fewer publications, failing to meet the growing demands of specialized training.</li> <li>- T4. A segment of students lack academic motivation, and they are affected by financial hardships or influenced by peer pressures related to part-time employment.</li> <li>- T5. As society evolves, students face increasing distractions (e.g., technology, entertainment), leading to a decline in extracurricular engagement compared to previous generations.</li> <li>- T6. The education system, including the training of Physical Education majors, is facing significant challenges with the digital transformation process by 2025, with a vision towards 2030.</li> </ul>

**Table 2. Results of Interviews for Selecting Solutions to Enhance Bachelor’s Degree Program Quality in Physical Education at Bac Ninh Sports University (n=12)**

No	Solution	Priority 1		Priority 2		Priority 3		Result	
		m <sub>i</sub>	Point	m <sub>i</sub>	Point	m <sub>i</sub>	Point	Total	Likert
1	GSolution 1 (S-O group): Update the curriculum, objectives, outcomes, content, methods, tools, and resources to align with learner competencies and social demands (S-O group).	12	36	0	0	0	0	36	3
2	GiSolution 2 (S-T group): Develop lecturer capacities through direct teaching combined with digital transformation, create a training plan, and advise the university on management and recruitment.	9	27	2	4	1	1	30	2.7
3	Solution 3 (W-O group): Promote learner-centered education focusing on developing competencies to encourage knowledge mastery and prepare for future careers.	10	30	1	2	1	1	33	2.8
4	Solution 4 (W-T group): Enhance the use and efficiency of current infrastructure to support curricular and extracurricular activities.	11	33	1	2	0	0	35	2.9

aligned with societal needs. These solutions, formulated based on scientific methods, are applicable to the actual educational setting, contributing to improving the quality and effectiveness of training high-level human resources in physical education and sports to meet social demands.

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