

# Management of physical education activities for students in primary schools: A case study in Vinh Long Province, Vietnam

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## ABSTRACT

The aim of this study was to assess the quality of physical education and its management in primary schools in Vinh Long province, providing a scientific foundation for improving physical education activities to align with the new general education program. The research employed a mixed-methods approach, including both qualitative and quantitative data collection. A survey was conducted with 450 physical education teachers in primary schools across Vinh Long province, using questionnaires, interviews, and direct observations of lessons and teacher management practices. The results of the survey reveal significant limitations and weaknesses in physical education management, including inadequate lesson preparation by teachers, ineffective implementation of lesson plans, and insufficient, untimely assessment and evaluation processes in physical education teaching. The study concludes that innovative reforms in the management and implementation of physical education are necessary to ensure quality.

## KEYWORDS

Management; Physical Education; Primary School Students; Vinh Long Province; Vietnam

## 1. INTRODUCTION

Physical education activities in schools play an important role in comprehensive human development, meeting the requirements of building and defending the Fatherland. Physical development for students, especially at the primary level, is extremely important for the comprehensive development of children. President Ho Chi Minh also emphasized the importance of health in building the country.

The 2018 general education program identifies physical education as a compulsory subject from grades 1 to 12, aiming to equip students with knowledge and skills to take care of their health and form the habit of exercising. Especially for primary school students, this subject plays an important role in physical

training and health protection (Circular No. 32/2018/TT-BGDĐT, issued on December 26, 2018, by the Ministry of Education and Training, General Education Program, Overall Curriculum).

In primary schools in Vinh Long province, physical education management has made significant progress, with the attention of school leaders and innovation in teaching methods. However, there are still many limitations, such as teachers have not completely innovated teaching methods, lack of careful preparation and have not conducted a real assessment of teaching quality.

Physical education activities in general schools in many countries have been the subject of numerous scientific studies by authors researching various aspects. Russian scientist Lëxgáp (1837 - 1909) laid the foundation for modern Physical Education Theory as an independent science from his works on history, anatomy, biology, pedagogy, theory and methods of physical education.

According to Novicov & Matveep (1990), physical education is a process of solving certain educational and upbringing tasks, the characteristic of which is that it has all the common signs of a pedagogical process with the guiding role of a pedagogist, organizing activities in accordance with pedagogical principles.

Bailey (2006) reviewed the benefits of physical education and sports in schools, including positive impacts on physical and mental health as well as the development of social skills among students. It emphasized the importance of physical education as an essential part of a holistic education.

Donnelly et al. (2009) studied physical activity and academic achievement across the curriculum. Their study examines the relationship between physical activity and academic achievement. The results show that engaging in physical activities positively affects students' concentration and academic performance, demonstrating that physical education benefits not only health but also the learning process.

Dumith et al. (2011) studied worldwide prevalence of physical inactivity and its association with human development index in 76 countries. Their article investigates the global prevalence of physical inactivity and its association with the Human Development Index (HDI) in 76 countries. The study finds that countries with lower HDI tend to have higher rates of physical inactivity, highlighting the importance of supportive policies and environments for physical activity.

Janssen & LeBlanc (2010) carried out a systematic review of the health benefits of physical activity and fitness in school-aged children and youth. This article provides a review of the health benefits of physical activity for children and youth, especially in reducing the risk of chronic diseases such as heart disease and diabetes. It emphasizes the importance of maintaining physical activity habits from an early age for overall development. Furthermore, Kohl III et al. (2012) analyzed the pandemic of physical

inactivity and the global action for public health. This article highlights the global pandemic of physical inactivity and its negative effects on public health. The authors call for governments and international organizations to take action by promoting effective physical education programs and strengthening policies on physical activity.

Pate et al. (2009) analyzed the prevalence of physical activity in the United States using data from the Behavioral Risk Factor Surveillance System. The findings reveal that physical activity participation is low, particularly among older adults and those with fewer resources. Sallis et al. (2000) carried out a review of correlates of physical activity of children and adolescents. The study reviews the factors influencing the level of physical activity among children and adolescents. These factors include family environment, school programs, sports activities, and community support. The article suggests strategies to increase physical activity participation, such as creating physical activity-friendly environments in schools and communities.

Nguyen (2023); Nguyen & Nguyen (2023) analyze the factors affecting the quality of physical education, including facilities, teaching staff, and teaching methods. They propose measures to improve physical education activities, in order to improve students' health and sports skills, meeting the requirements of the current education program. Furthermore, Nguyen & Vo (2024); Tran & Le (2022), analyze the difficulties and challenges that schools face, such as lack of facilities, lack of uniformity in the curriculum, and shortage of specialized teachers.

Therefore, the management and development of physical education in primary schools in Vinh Long province is necessary to improve the quality of comprehensive education. The organization and synchronous implementation of physical education activities will help achieve higher achievements, commensurate with the position of primary schools in the region.

The aim of this study is to assess the quality of physical education and its management in primary schools in Vinh Long province, providing a scientific foundation for improving physical education activities to align with the new general education program.

## **2. METHODS**

### **2.1. Theoretical research methods**

This method involves analyzing, synthesizing, and systematizing research documents related to the project, such as guidelines, policies, regulations, and orientations of the Communist Party of Vietnam, the Government of Vietnam, the Ministry of Education and Training, and the Dong Thap Education and

Training sector on physical education. This group of methods is used to build the theoretical foundation for the project and to propose solutions consistent with the theory.

## **2.2. Practical research method**

1. Observation method: This involves observing the management of physical education activities for students in primary schools in Vinh Long province. The purpose of the observation is to understand and evaluate how physical education activities are managed in these schools.
2. Questionnaire survey method: The author developed a questionnaire with closed-ended questions, based on the theoretical framework of the study, to gather opinions on the management of physical education activities for students in primary schools in Vinh Long province. The goal is to collect data on the current status of physical education management. The results of the survey are analyzed, compared, and contrasted to ensure objectivity and reliability of the findings.

To collect survey data to assess the current status of physical education for students in primary schools in Vinh Long province, the study used a questionnaire survey method and survey tools such as questionnaires.

- In-depth interview method through conversation, exchange and discussion with managers, teachers and students of primary schools in Vinh Long province to assess the current status of physical education. This information serves as a basis for evidence of research data on the current status and increases the reliability of information on the current status.

- Activity product research method: Researching records, documents, plans, and reports of primary schools in the surveyed area related to the Management of Physical Education Activities for Students of Primary Schools in Vinh Long province.

- Mathematical statistical method: Used to process survey data:

- + Apply mathematical statistical method to process data by calculating percentage, average score, ranking of each factor;

- + Convention to calculate scores for questionnaires: Each table has options and is conventionally assigned with 4 different levels for each factor:

- + Formula to calculate average score of each factor:  $X = (4A+3B+2C+D)/N$

+ In which: X is the average score; A, B, C and D are the number of opinions selected in descending levels respectively and N is the total number of respondents. The largest average score is 4; the smallest average score is 1. The interval is 0.75.

**Table 1.** Evaluation scale for survey results by average score and level

Rating Points	Opinions by level	Author's comments and reviews
$1,00 \leq X \leq 1,75$	Level 1: Weak/Unsatisfactory/Unimportant/Infrequent	This is the weakness of the survey factor, for these factors there need to be strong, continuous improvement measures or elimination (if possible).
$1,75 < X \leq 2,50$	Level 2: Average/Normal/Uncertain/Okay	This is an alarming factor, for which immediate and continuous improvement measures are needed.
$2,50 < X \leq 3,25$	Level 3: Fair/Satisfied/Important/Frequent	This is a potential strength that needs some minor improvements.
$3,25 < X \leq 4,00$	Level 4: Good/Very satisfied/Very important/Very often	This is the strength of the survey element, which needs to be maintained and further developed.

## 2.3. Theoretical Framework

### 2.3.1. Basic concepts

- *Management*

In previous studies, management has been described as a fundamental activity that facilitates the coordination of individual efforts to achieve collective goals efficiently, minimizing both time and resource wastage while maintaining team satisfaction. It is also viewed as the process by which leadership mobilizes, organizes, and optimally utilizes internal and external resources—primarily internal—in order to reach organizational objectives with maximum effectiveness (Koontz et al., 1992; Kiem, 2012). Nguyen (2010) also stated that management is the directed and purposeful impact of the management subject (manager) on the management object (managed person) in an organization to make the organization operate and achieve the organization's goals. From the concept of the authors mentioned above, it can be generalized that management is a conscious activity of people to achieve the set goals.

- *Physical education*

The concept of physical fitness has been mentioned by very few researchers so far. Within the allowed scope, the following research topic is proposed: According to Huong et al. (2009) physical development is an important aspect of comprehensive personality development, the process of transformation and formation of natural attributes in terms of morphology and function of the body in human life. In human life and activities, everything needs health to be successful. It can be seen that physical

education is a purposefully organized process, with a plan to implement with a specialized function to develop motor skills, motor qualities and physical development for learners.

- *Physical education activities*

According to Nguyen (2022), educational activities are activities of educators organized according to a program plan to form a philosophy of life, moral qualities, and at the same time foster aesthetic tastes and physical development of students through a system of pedagogical impacts on students' thoughts, emotions, and lifestyles, combined with family and social education measures to promote the good aspects and overcome the limitations and negative aspects in their thoughts and actions.

Physical education activities include two basic forms: intracurricular physical education and extracurricular sports activities. Therefore, physical education activities have goals and plans to impact educational topics to develop motor skills, sports qualities and physical development of learners; sports activities are a part of the overall personality development of learners in schools in general and primary schools in particular (Khanh, 2022).

They can be done in many different ways and teach children important methods. For primary school students, sports activities can be done during physical education classes at school according to the program issued by the Ministry of Education and Training.

- *Physical education management*

Physical education management is the conscious management of the management object for the management object to help physical education activities achieve the desired results and help the object participate in the educational process with a correct understanding of its importance. You can see that it has a significant impact and the urgency of physical education in society. Therefore, it can be said that physical education management is the process of planning detailed activities and preparing activities for teachers and students. Organizing activities according to the outlined plan. Organizing experience and evaluating the process and results of activities to achieve the set goals.

### *2.3.2. Managing physical education activities for students in primary schools*

According to Khanh (2022), planning to manage physical education activities for students in primary schools includes: Developing physical education content that needs to promote students' positivity is one of the important requirements, demonstrating the effectiveness of organizing physical education for students. Principals need to strengthen management to grasp whether students have highly promoted self-

awareness, independence, and creativity in physical education under the guidance and direction of teachers, creating resonance between educators and educated people or not.

The requirement for physical education activity content to be age-appropriate, rich, diverse, and updated with information to expand knowledge for subjects will make students excited, and have the effect of timely supplementing classroom hours.

Primary school students have good motor skills, physical education should arouse in them the need to learn, active movement, so that motor skills will be expanded, enriched and updated. Moreover, the content also needs to ensure a balance between professional knowledge, cultural knowledge related to learning practices appropriate to the age, closely following each activity topic. Only then will physical education meet the goals of each activity and the general goals of education. If the content is poor, monotonous and not suitable for the age, it will be difficult to attract members to participate in activities, and the results will be limited. The time to implement the physical education program must be balanced and suitable for other school activities. If the time is too long, it will affect cultural learning, and if it is too short, it will be difficult to form the necessary moral qualities and skills.

Physical education is organized in many different forms such as competitions, field trips, sports, organizing festivals, etc. Each form of activity has a certain educational meaning. To effectively implement physical education for primary school students, it is necessary to implement the content and program of physical education in primary schools: a/. It is necessary to review and update documents at the leadership level on physical education for primary school students. b/. Distribute documents on subjects related to physical education to students in schools. c/. Based on these documents, the organization, implementation, especially the monitoring and evaluation of physical education for students in schools.

Organizing physical education activities for students in primary schools is to mobilize resources (human and material resources) to implement the established physical education plan, mainly implementing the physical education teaching plan as a main subject according to the school's teaching schedule. In addition, teachers also organize the implementation of extracurricular physical education plans according to the plan developed and approved by the principal.

When determining the organizational structure for physical education management, the following conditions must be complied with: clearly determine the number and stages of physical education management so that they are sufficient to perform the function of managing this activity. Clearly define the authority and responsibility for each stage of management, paying special attention to clearly defining the relationship between departments in the physical education process. The structure of the departments and

the relationships between them must ensure both relative stability and adaptability when conditions change, avoiding the situation of each year having a different management object. The management organization structure must meet the requirements of educational effectiveness and efficiency. The task of the departments in the physical education organization structure is to build a core team to implement physical education (Khanh, 2022).

The core team plays an important role in the development of schools. The core team to implement physical education includes: Vice Principal in charge of physical education; Group, block leaders, physical education teachers; especially teaching primary school. This is the core team in all school activities and at the same time the core team in physical education work.

When building a core team in physical education, schools need to build a quality team according to the standards. Assign management responsibilities to the school's board of directors. Assigning responsibilities in management will help managers clearly understand the responsibilities of each member in the assigned work, and at the same time evaluate the results of their work as well as their management results and capacity. In addition, it is necessary to organize daily physical training activities in schools.

Through organizing learning activities, teachers help students practice honesty, friendship, team spirit, sense of responsibility and self-awareness, practice hard to develop harmoniously in terms of physical and mental health, have the necessary qualities and abilities to become responsible citizens, have health, have culture, meet the requirements of the cause of building and defending the Fatherland. In teaching physical education, teachers should organize students to conduct activities of exploration, discovery, information search, planning and implementation of practical exercises, thereby forming and developing students' autonomy and self-study capacity (Khanh, 2022).

Testing and evaluating the implementation of physical education plans is a process of measuring the results of teachers' activities, based on established standards to detect strengths and weaknesses in order to propose appropriate solutions, helping teachers achieve the goals of physical education activities for primary school students. Checking and evaluating the implementation of the plan (physical education activities for primary school students, also aims to detect and prevent errors, ensuring that the plan is implemented according to the set goals. Thus, the inspection has three important issues as follows: establishing standards for physical education activities according to the set plan goals; measuring the implementation of the physical education activity plan by identifying standards, developing and implementing solutions to correct deviations through checking and evaluating the implementation of the physical education activity plan for primary school students.



Also according to the Physical Education Program (2018), evaluation of educational outcomes must be based on the goals and requirements to be achieved for each class and level in the Physical Education program, according to the standards for assessing students' physical fitness issued by the Ministry of Education and Training, focusing on students' motor skills and physical education activities; Assessment must be comprehensive, objective, differentiated; combining regular and periodic assessment; combining teacher assessment, self-assessment and peer assessment of students, and assessment by parents. Students are informed about the form, time, and method of assessment and actively participate in the assessment process. Assessment must attach importance to students' progress in terms of capacity, physical strength, and learning awareness; have the effect of promoting and supporting students in developing their qualities and capacities; create interest and encourage students' training spirit, thereby encouraging students to participate in physical education and sports activities inside and outside of school.

Regarding assessment forms, there are the following forms: Assessment in the middle of semester I, end of semester I, mid-semester II and end of school year.

### **3. RESULTS AND DISCUSSION**

Table 2 shows the current status of planning physical education activities for students in primary schools in Vinh Long province. The survey results in Table 2 show that planning physical education activities for primary school students is assessed with an average value of  $1.95 < \bar{X} < 2.64$  at a fairly average level (Min=1; Max=4). The content that the school implements most effectively is "Building goals and requirements for physical education" with an average score of  $\bar{X} = 2.64$ . Ranked 2nd with an average score of  $\bar{X} = 2.20$  is the content "Identifying resources to be mobilized for physical education". In addition, some contents have not been focused on such as: "Regularly checking the reasonableness and feasibility of the plan and adjusting the plan accordingly; determine a work system with a specific time frame for implementing physical education.

**Table 2.** Current status of planning physical education activities in primary schools

Order Planning		Level of implementation								$\bar{X}$	Rank
		Good		Rather		Medium		Weak			
		Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion%		
1	Identify strengths and weaknesses in physical education planning	20	4.4	200	44.4	60	13.3	170	37.8	2.15	3
2	Identify physical education planning goals	130	28.9	150	33.3	50	11.1	120	26.7	2.64	1
3	Building content, programs, forms and methods of physical education	50	11.1	120	26.7	120	26.7	160	35.6	2.13	4
4	Determine the physical education work system	10	2.2	160	35.6	80	17.8	200	44.4	1.95	5
5	Identify physical education resources	40	8.9	170	37.8	80	17.8	160	35.6	2.2	2
6	Regularly review physical education planning	10	2.2	160	35.6	80	17.8	200	44.4	1.95	5

Table 3 shows the current situation of organizing physical education activities for students in primary schools in Vinh Long province. The survey results show that the organization of physical education for students in primary schools in Vinh Long province is at an average level, quite good with an average value from 1.96 to 2.98. Specifically as follows: "Orientation of determining the content and program of extracurricular physical education activities suitable for teachers' capacity and the needs of primary school students" with an average score of  $\bar{X} = 2.98$ . We all know that educational activities in general and physical education for primary school students in particular are not only organized in the school environment and in subject groups but are a process of operation, coordination, exchange, and sharing of information from families, schools, committees, and groups.

Therefore, identifying the key force implementing physical education will help school leaders form an apparatus. Next is the content of "Monitoring and evaluating the implementation of goals, content, and programs of extracurricular physical education activities" with an average score of  $\bar{X} = 2.67$ .

However, the necessary factors to ensure the effectiveness of physical education are: "Establishing a steering committee to organize activities; organizing the development of content and programs of extracurricular physical education activities; periodically reviewing and adjusting inappropriate content and programs of extracurricular physical education activities" have not been focused on. This shows that the leaders have only assigned tasks in a formal manner, roughly, and have not really put physical education into the core tasks of the school.

When conducting in-depth interviews with primary school managers on this issue, they said: "To educate students physically, school leaders need to further increase the participation of all relevant parties, paying special attention to age, physical strength, and equipment conditions for physical education. The participation of these criteria will contribute to making physical education activities for students accurately approach the needs and thoughts of primary school students.

**Table 3.** Current situation of organizing physical education in primary schools

Order implementing organization		Level of implementation								$\bar{X}$	Rank
		Good		Rather		Medium		Weak			
		Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %		
1	Establish a steering committee for physical education organization	10	2.2	160	35.6	80	17.8	200	44.4	1.96	7
2	Orientation in determining the content and program of extracurricular physical education activities	140	31.1	190	42.2	90	20.0	30	6.7	2.98	1
3	Organize the development of content and programs for extracurricular physical education activities	30	6.7	160	35.6	80	17.8	180	40.0	2.09	6
4	Directing the implementation of content and programs of extracurricular physical education activities	90	20.0	200	44.4	70	15.6	90	20.0	2.64	3
5	Monitoring and evaluating extracurricular physical education activities	150	33.3	120	26.7	60	13.3	120	26.7	2.67	2
6	Periodically review and adjust the content and program of extracurricular physical education activities.	80	17.8	90	20.0	80	17.8	200	44.4	2.11	5
7	Detect and promptly resolve inadequacies in the content and programs of extracurricular physical education activities.	30	6.7	190	42.2	70	15.6	160	35.6	2.20	4

Table 4 presents the current situation of directing physical education activities for students in primary schools in Vinh Long province. Survey results in Table 4 show that the direction of implementing physical education for primary school students in Vinh Long province is assessed at the average level, with an average score of  $2.07 < \bar{X} < 2.51$ . The content with positive results is "developing a plan to organize physical education teaching methods" with an average score of 2.16 and "monitoring the implementation of physical education teaching methods through teacher reports and teaching logbooks" with an average score of 2.13.

The survey results show that the content of physical education organization for primary school students in Vinh Long province has a great impact on the effectiveness, when the physical education apparatus is built and the educational apparatus is operated, such as the assignment of tasks, functions, and roles of management entities in physical education teaching activities.

**Table 4.** Current situation of directing physical education activities for primary school students

Order	Directing the implementation of the plan	Level of implementation								$\bar{X}$	Rank
		Good		Rather		Medium		Weak			
		Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %		
1	By topic, subject of physical education teaching	20	4.4	200	44.4	40	8.9	190	42.2	2.11	4
2	Daily activities teaching physical education	100	22.2	170	37.8	40	8.9	140	31.1	2.51	1
3	Forms of teaching physical education	50	11.1	110	24.4	150	33.3	140	31.1	2.16	2
4	Improve and adjust the form of physical education teaching	30	6.7	160	35.6	80	17.8	180	40.0	2.09	5
5	Guide and manage students to self-study and self-practice physical education activities	20	4.4	170	37.8	80	17.8	180	40.0	2.07	6
6	Detect and promptly resolve shortcomings in physical education teaching	80	17.8	100	22.2	70	15.6	200	44.4	2.13	3

In addition, some contents have not been focused on: "Directing the implementation of physical education teaching methods; Instruct teachers to guide and manage students to self-study, self-practice, and foster self-study capacity; Improve and adjust the form of extracurricular physical education activities to suit teachers' capacity to meet students' needs". The implementation of the Physical Education program in schools is not complete, the way of organizing education does not meet the requirements. Teaching only stops at equipping students with sports skills, not providing sufficient knowledge about physical education to train physical strength and health.

The cause of this problem is that primary school students today focus more on cultural studies, parents value this more than physical training. Teaching physical education has not met the requirements of raising awareness and developing physical strength for students. Students have not been assessed according to physical standards, many students want to exercise but do not have time or instructors. School do not meet the conditions for physical activities, lack guidance and encouragement for students to participate in extracurricular activities.

In fact, to direct physical education for primary school students, school leaders need to guide the development of content suitable for the team of teachers and students in the school, at the same time the content needs to be rich to attract the interest of students, stimulate them to participate in activities enthusiastically.

Table 5 presents the current status of management, inspection and assessment of physical education activities for students in primary schools in Vinh Long province.

**Table 5.** Current status of management, inspection and assessment of physical education activities for primary school students

		Level of implementation								$\bar{X}$	Rank
Order	Management of testing and evaluation	Good		Rather		Medium		Weak			
		Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %	Quantity	Proportion %		
1	Develop and implement standards for testing and evaluating physical education activities.	20	4.4	180	40.0	90	20.0	160	35.6	2.13	3
2	Adhere to regulations on testing and evaluating physical education activities	99	22.2	171	37.8	40	8.9	140	31.1	2.51	1
3	Plan and observation records of physical education activities	40	8.9	129	28.8	141	31.1	140	31.1	2.15	2
4	Combining testing of awareness and attitude in physical education activities	30	6.7	160	35.6	79	17.8	181	40.0	2.09	4
5	Using the set of criteria to evaluate physical education activities	20	4.4	160	35.6	100	22.2	170	37.8	2.07	5
6	Design criteria and tools for assessing physical education activities	79	17.8	101	22.2	70	15.6	200	44.4	2.13	3
7	Basis for adjusting assessment of physical education activities	80	17.8	100	22.2	70	15.6	200	44.4	2.13	3

Table 5 shows that the test content that is most highly rated by managers and teachers is "Based on testing and evaluation closely following physical education regulations in primary schools" with an average score of  $\bar{X} = 2.51$ .

The second content is "Planning records, class observations, physical education organization and effectiveness of physical education through attitudes, discipline, methods, ethics, collective and individual discipline and motor skills of grade 3 students, lesson plans of physical education teachers" with an average score of  $\bar{X} = 2.15$ .

In addition, some contents are still limited such as: "Combining testing of students' awareness and attitudes and using test and evaluation results in evaluating students' abilities, qualities, emulation titles and rewards; using a set of criteria and tools to evaluate the effectiveness of physical education for students".

According to the plan, physical education teachers will conduct tests and evaluate students' abilities and qualities based on the required criteria of the subject. It is stipulated that periodic health checks for students will be carried out by physical education teachers in coordination with health agencies. Usually, this is not done at school, only when students are absent from school due to illness and go to the hospital will we know the actual physical condition of the students.

The management of physical education activities for students in primary schools in Vinh Long province has always received attention and direction from local authorities and the education and training sector. The implementation of the physical education program is carried out according to textbooks and teaching materials for primary physical education of the Ministry of Education and Training. The school has organized the teaching of physical education quite effectively. Teachers and organizations have applied teaching methods for this subject according to the requirements.

The preparation and use of teaching aids for physical education in regular school hours meet the minimum requirements for physical education activities to take place smoothly. The school pays attention to the inspection and evaluation of the results of teaching physical education in regular school hours to ensure that they are implemented in accordance with the requirements. The reasons for the above strengths include the correct awareness of the role of physical education teaching and the capacity to manage and innovate teaching activities of managers and teachers in primary schools in Vinh Long province. The ability of teachers to teach Physical Education at primary schools mainly meets the basic requirements for teaching this subject to primary school students in practical conditions and is suitable for the students in the school.

Teachers only focus on textbook content without being flexible and proactive in choosing content to enrich the lessons and to suit students and school conditions. Teachers have not applied new teaching methods and effective teaching techniques to encourage students' creativity and positivity in Physical Education classes. The way Physical Education classes are organized is often monotonous, dry, rigid according to a certain framework from the instruction materials, not creating excitement for students. Physical Education teaching facilities and equipment are currently degraded, lacking and of poor quality. Investment and purchase of new equipment is slow. Teachers have not implemented strong innovation in testing and evaluating the learning outcomes of Physical Education. It is necessary to apply many different forms of assessment to this subject.

The school's equipment for this subject is still limited. The unevenness in students' physical strength affects their movement during class. Extracurricular sports activities for students are still not fully developed.

*Proposed solutions for managing physical education activities for students in primary schools in Vinh Long province:*

Disseminate to increase awareness and responsibility of school leaders, professional groups, and related organizations; as well as propagate and educate to raise students' awareness of learning, helping them understand the important role of physical exercise to improve health and build a healthy lifestyle.

Ensure that management staff and teachers have the right understanding of the goals of Physical Education. It is necessary to have a detailed, specific plan and apply practical and effective measures in the implementation, propaganda and education of the contents, requirements, goals, regulations and directives and instructions of the Party and State on Physical Education.

Monitor and supervise the work of raising awareness of Physical Education. Each teacher needs to clearly understand his or her role. Encourage and facilitate cultural, artistic and sports activities of students in the whole school. Raise awareness among staff and teachers about the tasks of Physical Education, the role of Physical Education in general schools, and the issue of physical development for students. Raise awareness among teachers about the role of managing Physical Education activities for students, helping teachers teach Physical Education.

Based on the general plan, the principal directs the development of a physical education activity plan for students in primary schools in Vinh Long province according to the activity plan of the professional group for the entire school year, specifically for each semester, each competition period, each month; develop a teaching schedule and internal and external teaching regulations; develop a self-training plan to improve methods; guide the professional group and teachers to develop a plan for allocation to each grade level.

Based on the teaching and educational goals prescribed by the Ministry, the Department, and the Department of Education and Training, the principal develops a physical education activity plan for students in primary schools in Vinh Long province under his/her charge. Develop specific steps to achieve the goals in accordance with the school's reality; from there, deploy the implementation plan. General goals to be achieved, goals, specific targets to be achieved in teaching and physical education.

The physical education activity plan for students in primary schools in Vinh Long province must be based on determining physical education goals and capacity development targets for students in the school

year, specifically targets for each class. This must be based on the capacity level of teachers and the results of the survey on the quality of physical education in the class that teachers are assigned from the beginning of the year.

Estimated resources (human resources, financial resources, material resources and time) for physical education: This is a preparatory work to orient physical education from which sources; documents and other material means (such as learning tools, machinery and equipment, ...), who will be the human resources participating in physical education activities.

Directing the development of a plan to implement physical education teaching goals. Directing teachers to develop physical education teaching goals in the direction of encouraging the development of students' capacity. Directing professional groups and teachers to prepare lessons and class hours in the direction of developing students' abilities and qualities. Encouraging and setting an example for teachers to teach according to the goal of developing students' abilities, having administrative, psychological and economic measures to encourage teachers to innovate physical education teaching methods.

Organizing physical education activities for students in primary schools in Vinh Long province is to properly resolve the relationships between the forces participating in implementing physical education for students in primary schools in Vinh Long province with each other, between leaders, directors, and coordinators with the implementation organization.

The principal presides over and directs the emulation work between the forces participating in organizing physical education for students in primary schools in Vinh Long province, building a system of emulation criteria as a basis for units to strive for and also as a standard.

Allocating forces to implement and participate in physical education for students in primary schools in Vinh Long province: In the process of managing physical education goals for students, managers need to mobilize members of the school management apparatus, assign tasks, monitor and grasp the implementation of plans and programs on a weekly and monthly basis through observing classes, visiting classes, etc. It is important to analyze the information collected, in order to evaluate the implementation of plans, educational programs and teaching of physical education after periodic weekly and monthly monitoring. From there, appropriate management measures can be proposed, helping teachers to properly and fully implement the programs and plans for teaching physical education according to regulations. Organize the assignment of teachers to each grade level, advise the principal on the assignment of teachers. Organize teachers to determine their competencies and corresponding cognitive goals as a basis for teaching: At the beginning of the school year, the Vice Principal in charge of professional matters and



professional group leaders, based on the competencies and qualities, knowledge and skill standards of the subject and grade level, discuss to develop physical education assessment goals for primary school students; at the same time, determine the competency levels of primary school students. In addition, it is possible to consult with management staff of other educational units. Based on the identified goals and competency levels of the subject, teachers will be required to teach specifically and determine the competency aspects that students need to form and develop through physical education.

Guidelines on ways and methods of physical education for students in primary schools in Vinh Long province are to diversify approaches and physical education activities to meet the goals of physical education. The principal has planned to organize physical education activities in a variety of forms, attracting students' active participation and effective participation to achieve physical education goals, develop students' physical capacity (awareness and skills of healthy sports, correct attitude towards physical education). It is necessary to improve teaching methods, means, and content of physical education subjects to suit the conditions of the school, to suit the needs and interests of students, and to motivate students to participate in learning and practicing.

Testing and evaluating physical education activities shows that there are still many limitations, focusing on form. Therefore, testing and evaluating physical education activities for students in primary schools in Vinh Long province aims to evaluate the way teachers organize educational activities for students.

The establishment of an internal inspection board in the school helps to periodically monitor the activities of teachers. The inspection board should have the participation of school leaders, teachers with knowledge of physical education and a high sense of responsibility. The principal needs to ensure adequate conditions for inspection activities and encourage creativity from the members of the board. The assessment of two aspects is the level of understanding, skills and attitudes needed to develop students through teaching and applying teaching methods; compliance with professional regulations; results of the teaching and education process.

#### **4. CONCLUSIONS**

The study surveyed the awareness of managers and teachers about the role of physical education activities in the physical development of students in primary schools in Vinh Long province, showing that the awareness of managers and teachers is at a fairly good level. However, physical education teaching activities in schools are only at an average level, not fully meeting the requirements of the new education

program. Teaching methods, forms and means still lack innovation and flexibility, and the assessment of learning outcomes is still limited.

Management of physical education activities in primary schools is also weak, with the role of managers unclear, and physical education teachers not receiving specialized training. Extracurricular physical education activities and high-performance sports movements have not received due attention, affecting the overall quality. The proposed measures to improve the quality of physical education in primary schools have met practical requirements and are suitable to local conditions, helping to achieve the research objectives.

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The authors declare no conflict of interest.

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