

## **Factors Affecting the Development of Physical Education Teachers at Elementary Schools in Ho Chi Minh City, Vietnam**

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### **Abstract**

This study examines the impact of factors influencing the development of physical education teachers in elementary schools based on human resource development and PDCA approaches. In addition, the study also explores the correlation between influencing factors. Data were collected through survey questionnaires from 522 administrators and teachers, and interviews with 30 managers and teachers at elementary schools in Ho Chi Minh City, Vietnam. The findings show that factors such as Innovation in Education; Policy mechanisms; Culture in school; Human; Awareness and management capacity of managers; and teachers' personalities influence the development of a team of elementary school Physical Education teachers. Based on these research results, the authors have proposed some solutions to developing a team of elementary school Physical Education teachers in Ho Chi Minh City, having both quality and quantity according to the general development trend and meeting the requirements of educational innovation.

**Keywords** :*Physical education, Physical education teachers, human resource development, PDCA.*

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### **1. Introduction**

In our country's education system, the content of physical education is associated with intellectual education, moral education, aesthetic education, and labor education. It's due to physical education is one of the important contents, contributing to the goal of comprehensively educating students in schools. Education Law No. 38/2005/QH11 dated June 14, 2005, clearly stated: "The goal of education is to train Vietnamese people to develop comprehensively, with ethics, knowledge, health, aesthetics and profession career, loyal to the ideals of national independence and socialism; form and foster the personality, qualities, and abilities of citizens, meeting the requirements of the cause of building and protecting the Fatherland". Therefore, to train a young generation of healthy, technical, skilled workers, who are trained and fostered by advanced education associated with science and modern technology, our education always pays attention to the first level of education - the foundation level - the elementary level. Besides that, for the first time in Vietnam, new textbooks including textbooks for the subject of Physical Education were

issued in the 2018 general education program. Once again, this affirms the value that the subject of Physical Education brings.

At the same time, it poses new requirements and challenges for physical education teachers. Teachers must develop and keep up with the proposed practical needs both quantity and quality (Le Van Khuyen, 2019). Of course, this can't be done if educational managers are not interested in managing and developing the Physical Education team and understanding the factors that affect this work deeply to take advantage of turning challenges into opportunities for your institution.

## **2. Research Objectives**

The main purposes of the present study were as follows:

1. Find out the contents that affect the development of Physical education teachers in elementary schools in Ho Chi Minh City, Vietnam.
2. Identify factors affecting the development of Physical education teachers in elementary schools in Ho Chi Minh City, Vietnam.
3. Determine the influence of factors on the development of Physical education teachers in elementary schools in Ho Chi Minh City, Vietnam.

## **3. Research Questions**

This study was carried out to answer the following questions:

1. What are the major factors that affect the development of Physical education teachers in elementary schools in Ho Chi Minh City, Vietnam?
2. What is the level of influence of factors and the correlation between influencing factors on the development of Physical education teachers in elementary schools in Ho Chi Minh City, Vietnam?

## **4. Literature Review**

### **4.1. Developing a team of elementary school Physical Education teachers**

Team development is one of the most widely used development activities in organizations (Klein et al, 2009). Özdemir (2013) considers teacher development as the professional development of teachers that is achieved through having advanced skills (learning, researching, and accumulating professional experience) that systematically meet the requirements of teaching and educational testing. Nowadays, developing a team of elementary school teachers to ensure quantity, quality, and structure is an important and urgent issue. It is also a prerequisite for teachers to teach effectively and with high quality, helping principals manage teaching and improve school management efficiency. The development of the teaching staff contributes to improving the quality of education for schools and meeting the current general innovation requirements of the educational program. Of course, elementary Physical Education teachers are part of the elementary school teacher team, so developing elementary school teachers are also developing elementary Physical Education teachers. So, developing a team of elementary Physical Education teachers has to ensure the number and structure of the team through the

professional development of each teacher in the organization. On the other hand, the most important is that developing the capacity of Physical Education teachers in terms of professional capacity and scientific research capacity contributes to improving the quality and effectiveness of elementary schools. In short, developing a team of elementary school Physical Education teachers is the process of creating the potential of a team of Physical Education teachers through methods of fostering - training, evaluating, and creating a working environment that stimulates motivation for this team through specific activities in elementary schools (Tran Hoang Vinh, 2020).

#### **4.2. Basic requirements for elementary school Physical Education teachers in the current context**

In the current context, developing a team of elementary school Physical Education teachers must ensure quality to meet innovation requirements. According to Nguyen Phuc Chau (2010), the factors that constitute the quality of school education are quantity, structure, training level, and quality of each individual. The requirements for the quality of teachers are to ensure the quality, political, and ethical requirements of teachers; Professional qualification requirements; and Pedagogical requirements. Author Bui Minh Hien (2019) believes that the quality of teachers today is attributed to three aspects: (1) Pedagogical professional qualifications; (2) Standards of pedagogical qualifications; (3) Ethical standards and teacher qualifications. Thus, the personal quality of Physical Education teachers is a core part of the quality of a team of elementary school Physical Education teachers, which is clearly expressed in two components: quality and capacity.

### **5. Research methodology**

#### **5.1. Research design**

*This study is a mixed-method between quantitative and qualitative inquiry. In terms of quantitative methodology, a set of questionnaires is applied at the beginning of the study to survey 522 managers and teachers. Qualitative is applied in the second part of this study. This method refers to gaining keen insight by uncovering problems, understanding the phenomena of events, analyzing human behavior and perspectives, and answering interview questions. It is research that is based on a small, carefully selected group of sample individuals, used to get more detailed information from the participants to trace their attitudes and awareness through the semi-structured interview questions. The interview schedule was agreed upon with the respective interviewees of 30 managers and teachers based on their comfort and availability.*

#### **5.2. Data Analysis**

For quantitative data, the authors used SPSS software for descriptive statistics, reliability testing, and correlation testing between independent and dependent variables. For qualitative data, the authors listened repeatedly to the interview recordings and recorded important data, coded and categorized the main points, and then classified them into main content topics. These topics were combined with the survey data to answer the research questions more clearly.

## 6. Research findings

Based on the theoretical basis presented above, it shows that the development of team elementary school Physical Education teachers to meet the current educational and training innovation requirements is influenced by many factors. Survey and interview results show that the following 6 factors influence the development of physical education teachers in elementary schools: 1) Educational innovation; 2) Policy mechanism; 3) Cultural factors in schools; 4) Humans; 5) Managers' awareness and management capacity; 6) Teachers' personalities. These are also considered objective and subjective factors, as well as advantages and disadvantages in developing a team of Physical Education teachers.

The results of the survey on the level of influence of factors affecting developing a team of elementary school Physical Education teachers are specifically as follows.

### 6.1. Testing reliability

The study uses SPSS software to test reliability (Cronbach's Alpha), this is a statistical test of the level of rigor (coherence, close relationship, ability to explain a particular problem). research concept) of the set of observed variables (questions) in the scale. In this study, the development of team elementary school Physical Education teachers is the dependent variable and the above 6 factors are the independent variables.

*Cronbach's Alpha coefficient:* According to Hoang Trong & Chu Nguyen Mong Ngoc (2008), the criteria used when evaluating scale reliability are as follows: Alpha values > 0.8 to close to 1: the measurement scale is very good. Good; from 0.7 - 0.8: usable; > 0.6: the qualifying measurement scale can be used in cases where the research concept is new or new in the research context. Besides, factor analysis values must be greater than 0.5 and Cronbach's Alpha coefficient (Cronbach's  $\alpha$ ) must be > 0.6 or 0.7.

**Table 1. Results of evaluating the factor analysis scale of the dependent variable (Source: From the authors' survey data analysis results)**

Factors	Survey objects	Number of observed variables	Cronbach's Alpha coefficient:
Innovation in Education	Managers	5	0.907
	Teachers	5	0.901
Policy mechanisms	Managers	6	0.921
	Teachers	6	0.912
Cultural factors in the school	Managers	5	0.849
	Teachers	5	0.835
Human factors	Managers	4	0.910
	Teachers	4	0.911
Managers' awareness and management capacity	Managers	8	0.902
	Teachers	8	0.899
Teachers' personalities	Managers	7	0.895
	Teachers	7	0.893

With the results of Table 1, Cronbach's  $\alpha$  coefficient has values from 0.835 to 0.921, all greater than 0.7 (meeting the requirements of a very good measurement scale). This also means these affecting factors in the development of team school Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam have ensured reliability.

From there, it can be concluded that 35 items belong to the 6 factors: Innovation in Education; Policy mechanisms; Culture in school; Human; Awareness and management capacity of managers; and teachers' personalities (independent variable) are completely suitable to be representative variables for affecting factors in the development of team school Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam.

Thus, the measurement variables of the components have all met the requirements and will be used in the next exploratory factor analysis (EFA).

### 6.2. Testing EFA (Exploratory Factor Analysis)

*Factor Loading*: also known as factor weight, this value represents the correlation between the observed variable and the factor. The higher the factor loading coefficient, the greater the correlation between that observed variable and the factor and vice versa. According to Hair et al., (2010), Factor Loading is at  $\pm 0.5$ : The observed variable has good statistical significance. Factor Loading at  $\pm 0.7$ : The observed variable has outstanding statistical significance.

**Table 2. Results of EFA exploratory factor analysis of independent variables (Source: From the authors' survey data analysis results)**

Factor	Item	Factor analysis	Variance extracted %	Cronbach's alpha coefficient
<i>Innovation in Education</i>	New textbook	0.756	66.162	0.887
	Management requirements under the new mechanism must be appropriate	0.718		
	Select and apply appropriate scientific and pedagogical applications	0.757		
	Applying information technology in teaching physical education	0.705		
	Learner thinking and new requirements of teachers in the 4.0 era	0.689		

<b>Factor</b>	<b>Item</b>	<b>Factor analysis</b>	<b>Variance extracted %</b>	<b>Cronbach's alpha coefficient</b>
<i>Policy mechanisms</i>	There is no synchronization in the organization to develop elementary education teachers	0.757	71.671	0.892
	Changes in education law affect the development of teachers	0.790		
	There are no specific standardization requirements for elementary physical education teachers	0.814		
	There has not been enough investment in developing elementary physical education teachers	0.705		
	There is no regular training on setting new requirements for the quality of elementary education teachers	0.679		
	There has not been a contest for excellent teachers at the district and city levels in physical education for elementary school teachers	0.757		
	Consider that the subject of Physical Education is still a secondary subject	0.857	61.444	0.921
<i>Cultural factors in the school</i>	Overlooking the value of physical education for students	0.891		
	Teachers and students in schools are not aware of regularly practicing physical education	0.714		
	Physical education is not considered a basis for developing and promoting the school's brand	0.805		
	Physical education is not considered an important factor affecting learner quality	0.854		

<b>Factor</b>	<b>Item</b>	<b>Factor analysis</b>	<b>Variance extracted %</b>	<b>Cronbach's alpha coefficient</b>
<i>Human factors</i>	Teachers' awareness of the valuable role of the subject they teach in developing elementary general education teachers	0.795	76.062	0.885
	Aware of self-training and fostering to improve professional qualifications	0.896		
	Colleagues' awareness of the role of elementary physical education teachers and the value that physical education brings	0.768		
	Even coordination of all departments in the school	0.857		
<i>Managers' awareness and management capacity</i>	Consistency in leadership awareness and commitment to implementation	0.705	71.973	0.862
	Participation of management levels in developing the team of elementary education teachers	0.699		
	Recognize the importance of physical education teachers in elementary schools	0.754		
	The school's commitment to the policy of developing elementary education teachers	0.794		
	Strategies, plans, and goals for developing human resources and elementary education teachers are appropriate and have a specific roadmap	0.818		
	System of human resource management and development tools	0.718		
	Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work	0.689		

Factor	Item	Factor analysis	Variance extracted %	Cronbach's alpha coefficient
	Policies to motivate, protect, and take care of legitimate rights	0.756		
<i>Teachers' personalities</i>	The commitment of elementary education teachers to the implementation of school goals	0.768	56.164	0.893
	Self-development motivation of elementary physical education teachers	0.857		
	Willingness to participate in development activities	0.705		
	Learning capacity and adaptability of elementary physical education teachers	0.689		
	Creative ability in thinking and changing teaching methods accordingly	0.757		
	New methods of evaluating educational activities	0.790		
	Improve the quality of skills in teaching and learning activities	0.814		

The results of Table 2 show that the observed variables all have Factor loading coefficients  $> 0.649$ . The percentage of variance is 66.162, 71.671, 61.444, 76.062, 71.973, and 56.164 respectively, all  $> 50\%$ . Conclusion: The values in the EFA scale all meet the requirements and prove that the independent variables are correlated with each other as a whole.

### 6.3. Testing correlation

The study explores and analyzes more clearly the level of the item's impact belonging to 6 factors to the development of team elementary school Physical Education teachers. At the same time, test the correlation (regression analysis) to answer the question: "What is the current status of the impact of these influencing factors on the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam?"

The variance inflation factor (VIF) is an index to evaluate collinearity in a regression model. The smaller the VIF, the less likely multicollinearity is to occur. Hair et al., (2010) said that a VIF threshold of 10 or higher will cause strong multicollinearity. Researchers should try to keep VIF as low as possible.

**Table 3. Results of the regression model between items belonging to Innovation in Education to the development of Physical Education teachers at elementary schools**



**in Ho Chi Minh City, VietNam (Source: From the authors' survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	New textbook	0.154	0.169	0.000	0.264	3.788
2	Management requirements under the new mechanism must be appropriate	0.337	0.316	0.000	0.487	2.054
3	Select and apply appropriate scientific and pedagogical applications	0.220	0.164	0.001	0.580	1.724
4	Applying information technology in teaching physical education	0.030	0.133	0.002	0.253	3.958
5	Learner thinking and new requirements of teachers in the 4.0 era	0.021	0.121	0.004	0.494	2.025

Table 3 shows that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful. At the same time, the VIF coefficients of the variables are less than 10 so no multicollinearity occurs. The level of impact of items belongs to the first factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam: The variable "*Select and apply appropriate scientific and pedagogical applications*" (0.316) and the variable "*New textbook*" (0.169) of managers had the strongest and second strongest impacts. The variable "*Select and apply appropriate scientific and pedagogical applications*" (0.164) and the variable "*Applying information technology in teaching physical education*" (0.133) have the third and fourth strongest impacts. Next is the variable "*Learner thinking and new requirements of teachers in the 4.0 era*" (0.121).

**Table 4. Results of the regression model between items belonging to Policy mechanisms to the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam (Source: From the authors' survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	There is no synchronization in the organization to develop elementary education teachers	0.108	0.407	0.000	0.310	3.222
2	Changes in education law affect the development of teachers	0.036	0.236	0.000	0.295	3.387
3	There are no specific standardization requirements for elementary physical education teachers	0.014	0.413	0.001	0.232	4.318

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
4	There has not been enough investment in developing elementary physical education teachers	0.026	0.423	0.002	0.781	1.280
5	There is no regular training on setting new requirements for the quality of elementary education teachers	0.222	0.437	0.004	0.161	6.203
6	There has not been a contest for excellent teachers at the district and city levels in physical education for elementary school teachers	0.128	0.312	0.000	0.285	3.511

Table 4 shows that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful. Besides, the VIF coefficients of the variables are less than 10 so no multicollinearity occurs. The level of impact of items belongs to the second factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam: The variable “*There is no regular training on setting new requirements for the quality of elementary education teachers*” (0.437) and the variable “*There has not been enough investment in developing elementary physical education teachers*” (0.423) of managers had the strongest and second strongest impacts. The variable “*There has not been enough investment in developing elementary physical education teachers*” (0.413) and the variable “*There is no synchronization in the organization to develop elementary education teachers*” (0.407) have the third and fourth strongest impacts. Next is the variable “*There has not been a contest for excellent teachers at the district and city levels in physical education for elementary school teachers*” (0.312), and the last one is the variable “*Changes in education law affect the development of teachers*” (0.236).

**Table 5. Results of the regression model between items belonging to Cultural factors in the school to the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam (Source: From the authors’ survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	Consider that the subject of Physical Education is still a secondary subject	0.092	0.394	0.000	0.303	3.302
2	Overlooking the value of physical education for students	0.063	0.262	0.000	0.270	3.707
3	Teachers and students in schools are not aware of regularly practicing physical education	0.001	0.201	0.001	0.393	2.542

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
4	Physical education is not considered a basis for developing and promoting the school's brand	0.484	0.451	0.002	0.212	4.714
5	Physical education is not considered an important factor affecting learner quality	0.004	0.203	0.004	0.732	1.366
6	Consider that the subject of Physical Education is still a secondary subject	0.005	0.106	0.000	0.259	3.868

The results of Table 5 show that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful. Besides, the VIF coefficients of the variables are less than 10 so no multicollinearity occurs. The level of impact of items belongs to the second factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam: The variable “*Physical education is not considered a basis for developing and promoting the school's brand*” (.451) and the variable “*Consider that the subject of Physical Education is still a secondary subject*” (.394) had the strongest and second strongest impacts. Next, the variable “*Overlooking the value of physical education for students*” (.262) and the variable “*Physical education is not considered an important factor affecting learner quality*” (.203) had the third and fourth strongest impacts. The variable “*Teachers and students in schools are not aware of regularly practicing physical education*” (.201) had the fifth and last strongest impacts “*Consider that the subject of Physical Education is still a secondary subject*” (.106).

**Table 6. Results of the regression model between items belonging to Human factors in the school to the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam (Source: From the authors’ survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	Teachers' awareness of the valuable role of the subject they teach in developing elementary general education teachers	0.063	0.264	0.004	0.483	2.070
2	Aware of self-training and fostering to improve professional qualifications	0.020	0.220	0.000	0.323	3.092
3	Colleagues' awareness of the role of elementary physical education teachers and the value that physical education brings	0.067	0.270	0.002	0.335	2.987

4	Even coordination of all departments in the school	0.002	0.157	0.004	0.375	4.975
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The results of Table 6 show that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful, the VIF coefficients of the variables are less than 10 so no multicollinearity occurs. The level of impact of items belongs to the second factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam: The variable “*Colleagues' awareness of the role of elementary physical education teachers and the value that physical education brings*” (0.270) and the variable “*Teachers' awareness of the valuable role of the subject they teach in developing elementary general education teachers*” (0.264) had the strongest and second strongest impacts. Next, the variable “*Aware of self-training and fostering to improve professional qualifications*” (0.220) and the variable “*Even coordination of all departments in the school*” (0.157) had the third and fourth strongest impacts.

**Table 7. Results of the regression model between items belonging to Managers' awareness and management capacity to the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam (Source: From the authors' survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	Consistency in leadership awareness and commitment to implementation	0.067	0.344	0.004	0.413	2.080
2	Participation of management levels in developing the team of elementary education teachers	0.070	0.320	0.000	0.383	3.392
3	Recognize the importance of physical education teachers in elementary schools	0.065	0.270	0.002	0.325	2.458
4	The school's commitment to the policy of developing elementary education teachers	0.002	0.347	0.003	0.475	4.995
5	Strategies, plans, and goals for developing human resources and elementary education teachers are appropriate and have a specific roadmap	0.001	0.201	0.001	0.383	1.542
6	System of human resource management and development tools	0.484	0.351	0.002	0.262	4.714
7	Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work	0.004	0.203	0.004	0.737	3.366

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
8	Policies to motivate, protect, and take care of legitimate rights	0.005	0.306	0.000	0.257	3.868

Table 7 shows that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful, the VIF coefficients of the variables are less than 10, so no multicollinearity occurs. The level of impact of items belongs to the fifth factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam in which the variable “*The school's commitment to the policy of developing elementary education teachers*” (0.351) and the variable “*The school's commitment to the policy of developing elementary education teachers*” (0.347) had the strongest and second strongest impacts. Next, the variable “*Consistency in leadership awareness and commitment to implementation*” (0.344) and the variable “*Participation of management levels in developing the team of elementary education teachers*” (0.320) had the third and fourth impacts. Then, the variable “*Policies to motivate, protect, and take care of legitimate rights*” (0.306), the variable “*Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work*” (0.270), the variable “*Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work*” (0.207) and the last one “*Strategies, plans, and goals for developing human resources and elementary education teachers are appropriate and have a specific roadmap*” (0.201)

**Table 8. Results of the regression model between items belonging to Teachers' Personalities to the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam (Source: From the authors' survey data analysis results)**

No	Item	Factor B	Beta Coefficient	Sig.	t	VIF
1	The commitment of elementary education teachers to the implementation of school goals	0.057	0.364	0.000	0.463	4.080
2	Self-development motivation of elementary physical education teachers	0.060	0.320	0.000	0.382	2.362
3	Willingness to participate in development activities	0.055	0.310	0.006	0.355	2.254
4	Learning capacity and adaptability of elementary physical education teachers	0.032	0.347	0.003	0.465	4.595
5	Creative ability in thinking and changing teaching methods accordingly	0.051	0.261	0.003	0.393	2.542
6	New methods of evaluating educational activities	0.075	0.270	0.006	0.365	3.458
7	Improve the quality of skills in teaching and learning activities	0.052	0.337	0.003	0.465	4.895

Table 8 shows that Sig's t-test regression coefficients are all less than 0.05, proving that the independent variables are meaningful. At the same time, the VIF coefficients of the variables are less than 10, so no multicollinearity occurs. The level of impact of items belongs to the Teachers' Personalities factor with the development of Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam in which the variable "*The school's commitment to the policy of developing elementary education teachers*" (0.351) and the variable "*Learning capacity and adaptability of elementary physical education teachers*" (0.347) had the strongest and second strongest impacts. Next, the variable "*Consistency in leadership awareness and commitment to implementation*" (0.344) and the variable "*Participation of management levels in developing the team of elementary education teachers*" (.320) had the third and fourth impacts. Then, the variable "*Policies to motivate, protect, and take care of legitimate rights*" (0.306), the variable "*Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work*" (0.270), the variable "*Qualities and advisory capacity of teachers and the Board of Directors in charge of human resources work*" (0.207) and the last one "*Strategies, plans, and goals for developing human resources and elementary education teachers are appropriate and have a specific roadmap*" (0.201)

## **7. Conclusion**

Thus, these results also completely coincide with the statement of Tran Khanh Duc (2010), who considers that human resource development in the 21st century is the creation of human potential through training, fostering, self-improvement and retraining, and physical and mental health care, exploiting that potential in labor activities to the fullest through recruiting, using, and creating working environment conditions (effective working facilities and reasonable policies,...)

In summary, the results of regression analysis have shown the relationship between factors influencing the development of team Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam. These results prove six factors of Innovation in Education; Policy mechanisms; Culture in school; Human; Awareness and management capacity of managers; and teachers' personalities all have different levels of influence on the development of team Physical Education teachers at elementary schools in Ho Chi Minh City, VietNam

## **8. Discussion and recommendation**

In general, the survey results have shown that among the 6 factors affecting the development of physical education teachers, the policy mechanism factor has the strongest impact through the values of the variables show the level of influence, specifically the items "There is no regular training on setting new requirements for the quality of elementary education teachers" and "There has not been enough investment in developing elementary physical education teachers" and "There are no specific standardization requirements for elementary physical education teachers" very high values respectively 0.437; 0.423; 0.413 Therefore when developing a team of physical education teachers in elementary schools in Ho Chi Minh City, Vietnamese educational managers, and school principals need to pay more attention to these factors to exploit the human resource management approach and

the PDCA model to comprehensively develop the team and improve team quality (Tran Khanh Duc, 2010).

Besides, the second factor that also has a high impact is the cultural factor. And the variable values are also at a high level of dominance such as: Physical education is not considered a basis for developing and promoting the school's brand (0.451); Considering that the subject of Physical Education is still a secondary subject (0.394). Through this result, we can also evaluate the current status of physical education learning in primary schools in Vietnam. Physical education is not respected in the educational environment for many reasons. Some reasons may include prioritizing other subjects considered more important such as math, literature, and science; lack of facilities and quality physical education teachers; or misconceptions about the importance of physical exercise for students' health and comprehensive development. Of course, a lack of respect for physical education can affect students' future health and development (Le Van Khuyen, 2019).

The third-ranked is the factor of Managers' awareness and management capacity. specifically the items: The school's commitment to the policy of developing elementary education teachers (0.347); Consistency in leadership awareness and commitment to implementation (0.344). This result also coincides with the comments of Gebreselassi (2015), who stated that there is an influence between effective leadership toward the development of physical education teachers. It can be said that the leadership of the principal who has awareness and management capacity will encourage the development of physical education teachers. It means that principals play a significant role in growing the team of physical education teachers.

Teachers' Personalities also have a significant impact on the development of physical education teachers. Among them, the elements have a fairly high level of influence such as The commitment of elementary education teachers to the implementation of school goals (0.364) and the learning capacity and adaptability of elementary physical education teachers (0.347). Just as Gumus & Kemal (2013) identified, teacher commitment is one of the important things that can influence the development of physical education teachers, learning capacity and high commitment of teachers will make them more responsible for work and bring success in developing physical education teachers.

Human factors also have a significant influence on the development of physical education teachers. Elements can be mentioned such as Colleagues' awareness of the role of elementary physical education and the value that physical education brings (0.270) and teachers' awareness of the valuable role of the subject they teach in developing elementary general education teachers (0.264). Klein et al. (2009) argue that teachers can work well with school culture. One example of a positive or high culture is a culture of cooperation and mutual trust, whether a teacher colleague, or with principal. In other words, the school will support the improvement of teachers' creativity in learning, as well as colleagues' friends will support each other and motivate each other by way of a discussion about the professional or teaching skills of teachers.

Finally, Innovation in Education has a fairly high impact level and the only most influential factor is Management requirements under the new mechanism must be appropriate at 0.316. This also coincides with the opinion of Tran Khanh Duc (2010), he believes the issue of educational innovation is urgent and it is necessary to build a

mechanism to develop and change the language of physical education teachers in both quality and quantity because the quality of teaching reflects the quality of teachers. In other words, the better the teacher quality, the higher the student learning outcomes.

From the findings, the authors have the basis to propose solutions to develop the team of elementary Physical education teachers: training, testing, and assessment team development, building a working environment and motivation for elementary physical education teachers,...) such as 1) Raising awareness for administrators and teachers about the importance of developing elementary physical education teachers; 2) Organize training and fostering to improve the quality of primary school physical education teachers according to professional capacity; 3) Strengthen the evaluation of physical education teachers and professional inspection and testing in elementary schools; 4) Build an environment and create motivation for development for elementary physical education teachers; 5) Building an organizational culture at the school regarding physical education. All of them have aimed to comprehensively develop the team in both quantity and quality to meet the trend of developing high-quality human resources of countries in the region as well as internationally.

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