

Volume - 36 No. 1
QUARTERLY
October 2019 to December 2019



International Federation of
Physical Education, Fitness and
Sports Science Associations

www.ifpefssa.org



ISSN 2231-3265
(Online and Print)

International Journal of Health, Physical Education & Computer Science in Sports

**A Peer Reviewed (Refereed)
International Research Journal**

Published by :

Indian Federation of Computer Science in Sports

www.ijhpecss.org & www.ifcss.in

Publication Impact Factor I2OR 4.005

ISRA Journal Impact Factor 6.997

Index Journal of



<p>Publisher: Indian Federation of Computer Science in sports www.ijhpecss.org and www.ifcss.in under the auspices of International Association of Computer Science in sports Email:rajesh2sports@gmail.com</p>	International Journal of Health, Physical Education and Computer Science in sports ISSN 2231-3265 (On-line and Print) Journal Impact factor is 6.997. Journal published Quarterly for the months of March, June, September and December. IJHPECSS is refereed Journal. Index Journal of Directory of Research Journal Indexing, J-Gate, 120R etc
---	--

<p>Editorial Board Chief Editor: Prof. Rajesh Kumar, India</p> <p>Editors: Prof.Syed Ibrahim, Saudi Arabia Prof.L.B.Laxmikanth Rathod, India</p> <p>Associate Editors: Prof.P.Venkat Reddy, India Prof. J.Prabhakar Rao, India Dr.Quadri Syed Javeed, India Dr.Kaukab Azeem, India Prof. R. Subramanian, India</p> <p>Members: Prof.Lee Jong Young, Korea Prof.Henry C.Daut, Philippines Prof.Ma. Rosita Ampoyas-Hernani, Philippines Dr. Vangie Boto-Montillano, Philippines Dr. Lila Sabbaghian Rad, Iran Prof.Bakthiar Chowdhary, India Dr. Lim Boon Hooi, Malaysia Dr.Le Duc Chuong, Vietnam Dr.Vu Viet Bao, Vietnam Dr.Nguyen Tra Giang, Vietnam Dr. Marisa P. Na Nongkhai, Thailand Prof.G.L.Khanna, India Prof.V.Satyanarayana, India Dr.Bharath Z. Patel, India Prof.Y.Kishore, India Dr.M.S. Pasodi, India Dr.Reena Poonia, India Y.Emmanuel Shashi Kumar, India Prof..B.Sunil Kumar, India Prof..K.Deepa, India</p>	International Journal of Health, Physical Education and Computer Science in Sports is multidisciplinary peer reviewed journal, mainly publishes original research articles on Health, Physical Education and Computer Science in Sports, including applied papers on sports sciences and sports engineering, computer and information, health managements, sports medicine etc. The International Journal of Health, Physical Education and Computer Science in sports is an open access and print International journal devoted to the promotion of health, fitness, physical Education and computer sciences involved in sports. It also provides an International forum for the communication and evaluation of data, methods and findings in Health, Physical education and Computer science in sports. The Journal publishes original research papers and all manuscripts are peer review. . Index Journal of Directory of Research Journal Indexing and J-Gate etc. The Indian Federation of Computer Science in Sports has been set up the objectives of Dissemination of scientific knowledge concerning computer science in sport and Physical Education. Providing a forum for the exchange of ideas among the Physical Educationists, Coaches, Sports Experts Etc. It is a Peer Reviewed(Refereed) International Research Journal.
--	---

CONTENTS

S.No.	Name of the Articles	Page No's
1	A Study On Thoracic Kyphosis Postural Deformity Of High School Boys In Mysore City. Mr. Channappa. C, Dr. S. Madialagan	1-5
2	Effects Of Selected Yogasana On Scoliosis Deformity Of High School Boys Between 13 To 15 Years Of Mysore City - Mr. Channappa. C, Dr. S. Madialagan	6-9
3	Review On The Management Of High-Level Athletes In Chinese Universities - Tang Yudong ,Mohd Salleh Aman ,Lim Boon Hooi	10-12
4	A Study On Physical Fitness Among The Different Arch Group Of Children - Bapi Das, Prof. Madhab Chandra Ghosh	13-19
5	Level of Core Competencies of Directors, Staff Service-Based HRM Practices and Member Retention Behaviors of Golf Clubs -Samira Partanian,Lim Boon Hooi,Mohd Saleh Bin Aman	20-23
6	Incidence and jeopardize factors of knee injury in the case of male volleyball players in Ethiopia -Abeje Kumilachew	24-33
7	Relationship between staff HRM practices and customer retention behaviors among Malaysian golf clubs-Samira Partanian,Lim Boon Hooi,Mohd Saleh Bin Aman	34-43
8	The Major Causes Of Sport Injury And Its Impact On Player's Performance In Case Of Fasile Kenema Female Foot Ball Club-Jibril Bitew,Wubshet workineh	44-47
9	'Physical education makes you go well with and healthy'.Physical education's contribution to young people's physical recreation level- Mehwish	48-57
10	Physical Components Among The Selected Team Game Members – Dr Syed Yunus Dharwad	58-60
11	Sport Violence Of Fans In The Case Of Ethiopian's Football Premier League Clubs (Causes, Challenges And Potential Solutions) -Abiot Kassaw	61-64
12	Impact Of Aggression Will To Win Among Tennis Players -Dr. Syed Yunus Dharward	65-66
13	Use Of Information And Communication Technology (ICT) In Physical Education – Yashoda Rani, Prof. Kalpana Sharma	67-70

14	The Effect Of Explosive Power, Flexibility And Speed Training On Long Jump Performance: The Case Of Burayu Town Athletics Club – Dessalegn Wase Mola, Dr.Alemmebrat Kiflu Adane	71-80
15	Anthropometric characteristic of international junior volleyball players and local junior volleyball players in the West Gojjam, Ethiopia-Dr. Demissie Gashu Walle	81-85
16	Building Profile of Competences for Students of Physical Education of Thai Nguyen University of Education Dao Ngoc Anh MA;Nguyen Manh Hung	86-89
17	The Preliminary Measures to Improve The Quality of Physical Education in Junior High Schools in North-Central VietnamPham Van Dan, PhD; Dương Thi Thoan, PhD; Nguyen Manh Hung	90-94
18	A Psychological Study – Between Handball And Non-Handball Players -Dr. M.S. Pasodi ,Girish Annappa	95-96
19	Effect of rehabilitative exercises in improving the walking step for people with stroke, ages 40-50 years - Prof. Suad Abed Hussein,Dr. Zina Abdel Salam Saja Basim Hashim	97-100
20	Effect of Plyometric Training for development of Speed among Foot Ball Players of University of Horticultural Sciences - Dr. Rajashekhar M. Hiremath	101-102

**Building Profile of Competences for Students of Physical Education of
Thai Nguyen University of Education**

Dao Ngoc Anh^{*}, MA; Nguyen Manh Hung^{}, PhD**
^{*}Thai Nguyen University of Education
^{}Vinh Univeristy, email: hungtdtt@gmail.com**

Abstract: The article presents the results of practical research on a group of academic competencies and a group of professional competencies of teachers of PE in high schools in 06 northern mountainous provinces of Vietnam. Based on the analysis of questionnaires and in-depth interviews with alumni and education managers, we proposed the profile of competences for students majored in PE of the Department of PE and Sports, University of Education - Thai Nguyen University. This is the basis for innovating the training program for teachers of sports and PE to meet the requirements of reforming the general education program and taking into account the compatibility with regional characteristics.

Keywords: Profile of competences, Career profiles, PE, Teachers.

1. Introduction

Teacher training program has to be innovated to meet the requirements of reforming general education and the demand of the labor market. Therefore, teacher training institutions must base on educational practice and career profiles of teachers to build students' profiles of competences. The authors Döhrmann, Kaiser and Blömeke (2012) argued that "whether the teaching is successful or not depends on the teachers' professional knowledge and belief in teaching" [1].

Thus, teachers need to have fundamental knowledge of the subjects (academic knowledge); knowledge of teaching profession; belief, career motivation and ability to adapt, self-adjust in the teaching process (professional knowledge). There are many different points of view about the components of the competence that university students must have. Basically, the competence of university students consists of four elements [2]: 1/ The quantity, content and level of knowledge; 2/ Practical competence (practical skills and techniques); 3/Cognitive competence and thinking competence; and 4/Social competence (human qualities). These are the basic components from which each researcher divides them into skills or measurable competence levels.

Based on teachers' career profiles, teacher training programs should help students develop the most essential competencies to approach the standards of career profiles. It can be titled the students' profile of competences. With regards to Physical Education (PE), a profile of competences is a collection of competences and qualities that students need to achieve in order to take up the teaching of PE in high schools in different teaching environments after graduation. In order to build a profile of a student's competences, we need to base on analyzing the results of the labor market survey, consulting domestic and foreign experts and comparing with the practical teaching requirements in high schools. Accordingly, teacher training institutions can identify knowledge modules in the training program to develop the competences of students in the profile built.

2. Surveying the labor market

There were 110 people in 6 provinces in the northern mountainous region participating in the survey, including 24 managers, 82 alumni who are working as teachers and 4 alumni who are not working as teachers. The second goal of the survey was to assess the adaptability and career movement of pedagogical students. Questionnaires and in-depth interviews were designed in the direction of assessing the level of achievement of the competences of the alumni of Faculty of Sports after graduation. In-depth

interviews were also used to gather ideas and opinions from educational experts. The survey results are the basis to determine the students' profile of competences and to renovate the application-oriented training program (also known as POHE training program). The survey data was processed by SPSS software to test statistical hypotheses and make necessary conclusions about the competences and qualities of students.

The questionnaire set was designed on the 4-leveled scale of Likert with coding from unnecessary levels (= 1) to very necessary (= 4). The table below summarizes the average scores of students (TB1) and managers (TB2) on the necessity of groups of competences:

Table 1. Evaluation of the group of specific competences

No.	Competence	TB1	TB2
1	Competence to analyze, synthesize, generalize, abstract, concretize	3,6	3,8
2	Competence to organize sports competitions	2,9	2,5
3	Competence to detect and solve problems in teaching PE and Sports	3,5	3,6
4	Competence to build and develop the syllabus of PE	3,2	3,3
5	Competence to apply knowledge of sports in teaching PE in high school	2,7	2,5
6	Competence to model practical situations in teaching PE.	3,4	3,2
7	Competence to practice sports exercises	3,6	3,7

Table 2. Evaluation of the group of teachers' professional skills

No.	Competence	TB1	TB2
8	Skills of learning the curriculum and textbooks	3,5	3,7
9	Skills of planning in teaching and education	3,8	3,6
10	Skills of learning educational objects and environment	3,1	3,4
11	Skills of designing teaching plans	3,7	3,7
12	Skills of organizing teaching activities	3,6	3,8
13	Skills to organize educational activities and creative experience activities	3,4	3,3
14	Skills of examining and evaluating students' learning results in the direction of competence development	3,5	3,7
15	Skills of designing and using teaching facilities	2,6	2,8
16	Skills of applying information technology in teaching	3,1	3,5
17	Skills of applying sports skills in practice	3,3	3,3
18	Skills of differentiated teaching	3,6	3,5
19	Skills of handling pedagogical situations	3,2	3,4
20	Self-studying and self-fostering skills	3,6	3,6
21	Skills of using foreign languages at work	2,8	2,6

Table 3. Evaluation of the group of personal qualities and social skills

No.	Competences	TB1	TB2
22	Political quality	3,6	3,5
23	Professional ethics	3,6	3,8
24	Management skills	3,2	3,2

25	Teamwork skills	3,3	3,1
26	Skills of presenting in public	3,4	3,4
27	Skills of communicating with students	3,8	3,7
28	Skills of communicating with colleagues and students' parents	3,6	3,7
29	Skills of dealing with political-social organizations	2,9	3,3
30	Skills of collaborating with organizations, individuals to educate students	3,1	3,3

The results in table 1 show that alumni and managers have the same opinion about the specific competences of teachers who teach PE. In particular, competences 1, 3, and 7 are evaluated at a very high level of necessity. This means that professional knowledge and competence to apply knowledge in practice play a very important role in teaching PE. Table 2 shows that skills 9, 11, 12, 14, 18, and 20 have a high average score, especially the designing and organizing teaching activities skills. In this group of skills, there is also consistency in the evaluation of alumni and managers, in which self-study and self-improvement skills are assessed at a relatively high level (average = 3.7). Table 3 shows that skills 22, 23, 27, and 28 are essential for students of PE, which emphasize professional ethics, behavioral arts and communication skills of students.

According to the results of the labor market survey, teacher training institutions need to build a new profile of competences for students of PE. Thereby identify the basic contents of innovating teacher training programs and developing standards for assessing graduates' output.

3. Students' profile of competences

Based on practical researches and experts' advices, we proposed a group of general competences and a group of specific competences presented in the profile of competences for PE students in different levels (high, medium, low):

TT	Group of general competences	Level
1	Competence of analyzing and generalizing	Medium
2	Competence of planning and managing	Low
3	Competence of communicating	High
4	Competence of using foreign languages	Low
5	Competence of applying information technology in teaching	High
6	Competence of conducting scientific research and guiding students to conduct scientific research	High
7	Competence of self-studying and self-fostering	High
8	Competence of supporting colleagues developing careers	Medium
9	Competence of working in a team	High
10	Competence of working in a multicultural environment	Low
11	Competence of detecting and solving problems in practice	High
12	Competence of working with an interdisciplinary team	Medium
13	Competence of counseling, psychological supporting and career guiding	Low
14	Competence of applying integrated and differentiated teaching	High
15	Competence of relating the subject knowledge to problems in practice	Medium
16	Competence of handling pedagogical situations	High
17	Competence of researching and developing teaching programs	High
18	Competence of organizing social activities	Low

19	Competence of educating life skills for students	Low
20	Competence of critical thinking	Medium
21	Professional ethics, devoted to teaching	High
Group of specific competences		
22	Competence of practicing sports exercises	High
23	Competence of applying exercises to improve health and sports competitions	Low
24	Competence of developing sports	Medium
25	Competence of abstracting and generalizing	High
26	Competence of modelling sports competing situations in practice	High
27	Competence of conducting quantitative analysis	Medium
28	Competence of using language in teaching PE	Medium
29	Competence of designing and using teaching facilities	Medium
30	Competence of designing and using teaching activities	High
31	Competence of designing and using creative experiential activities	High
32	Competence of evaluating students' performance in the direction of competence development	High

In summary, in order to meet the requirements of reforming the general education program, teachers need to be trained and fostered the new competences shown above such as researching and developing teaching programs; competence of integrated teaching; competence of assessing students' learning performance; competence of designing and organising creative experiential activities; conducting scientific research and guiding students to do scientific research. This group of competences is highly recommended in the teacher training program.

4. Conclusion

The profile of competences of students majored in PE is the basis for determining the content of knowledge modules, methods of organizing teaching activities and methods of assessing students' learning performance, in which it is necessary to design competence matrix to compare each knowledge module with a certain group of competences. Based on this matrix, teacher training institutions can innovate the curriculum framework, replace knowledge modules easily and in accordance with the career-orientation application. The profile of competences of students can be replaced and supplemented regularly to meet the requirements of general education, especially in the context where Vietnam is in the process of strong integration with the world, the formation of a common community of ASEAN countries.

References

1. Döhrmann, M., Kaiser, G. & Blömeke, S. (2014). The conceptualisation of mathematics competencies in the International Teacher Education Study TEDS-M. S. Blömeke, F.-J. Hsieh, G. Kaiser & W. H. Schmidt. TEDS-M results 431-456. Dordrecht, The Netherlands: Springer
- [2]. Le Duc Ngoc (2006), Vietnam Education and Training: The search for quality in the past, present and future. International Conference titled "Education-Training: The Search for Quality", HCMC.
- [3]. Lam Quang Thiep (2003), Renovation of tertiary education goals for an intellectual economy, Hanoi National University, Proceedings of the Seminar on Innovating Vietnamese Higher Education, Integration and Challenges.
- [4]. Orlando González (2014). Secondary mathematics teachers' professional competencies for effective teaching of variability-related ideas: A Japanese case study. *Statistique et Enseignement*, 5 (1), 31-51.