



## THE STATUS OF STUDENTS' INTEREST IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES AT THAI NGUYEN HIGH SCHOOL, VIETNAM

**Do Ngoc Cuong<sup>1i</sup>,  
Nguyen Duc Tuan<sup>2</sup>**

<sup>1</sup>Dr., Faculty of Sports and Physical Education,  
College of Education,  
Thai Nguyen University,  
Vietnam

<sup>2</sup>Faculty of Sports and Physical Education,  
College of Education,  
Thai Nguyen University,  
Vietnam

### **Abstract:**

Interest plays a role in motivating people to participate actively in activities. Therefore, an important factor to improve the quality of Physical Education (PE) is to stimulate the learners' interest in PE and sports activities. Through document study, interviews, pedagogical observation and examination, the research assesses the status of interest in PE and sports activities among students at Thai Nguyen high school. Students' interests are assessed by specific signs in terms of cognition, emotions, actions and the results of the training process.

**Keywords:** interest in study, active participation, physical education and sports

### **1. Introduction**

A person having a high interest in an activity will find joy and perform that activity easily, with high efficiency, creating positive emotions in that area or activity. Therefore, the obtained efficiency will be higher. This means that interest plays an important role in motivating people to actively participate in activities [1], [2], [3], [4].

In Physical Education, the formation and development of interest for students means creating positive emotions for students. Therefore, students will actively and actively participate in sports activities. Thereby, the effectiveness of physical education and sports for students can be improved [5], [6].

---

<sup>i</sup> Correspondence: email [cuongdn@tnue.edu.vn](mailto:cuongdn@tnue.edu.vn), [tuannd@tnue.edu.vn](mailto:tuannd@tnue.edu.vn)

At Thai Nguyen High School, students' physical education and sports activities are always of the school authorities' concern. However, physical education still has certain shortcomings due to various reasons, which causes the students' inactiveness in sport activities at school. Because of the low efficiency in students' physical education, it is necessary to assess the status of students' interest in PE and sports activities as a basis for developing measures to improve the quality of PE.

## 2. Research methodology

In the research process, the researchers used the following research methods: Documentary research; Pedagogical Observation; Pedagogical Test; Seminar Interview; Mathematical statistics.

## 3. Finding and discussion

### 3.1. Concept, manifestations and levels of students' interest in physical education and sports activities

#### A. Concept

Students' interest in physical education and sports activities is their attitude of special selection towards certain content and forms of PE and sports activities, due to the attractiveness and their practical meaning.

#### B. Manifestations

Students' interest in physical education and sports activities is expressed through specific signs in terms of perception, emotion and action. These manifestations are quite diverse, complex, and can be intertwined.

- a. **Cognitive expression:** students actively learn and are fully aware of the purpose, meaning, and effects of sports, which is the cause of their interest.
- b. **Expression of emotions:** Students have positive feelings (love, passion...) with sports activities. They really love sports activities (sports, forms of exercise, etc.) and consider it a joy and happiness when participating.

- c. **Action:**

For core educational activities:

- Comply with the rules of the class (punctuality and dressing...);
- Listen, observe the teacher carefully and perform the model movements;
- Be active in classroom activities;

For extracurricular sports activities:

- Actively participate in extracurricular activities and sports clubs;
- Gain knowledge related to the subject of physical education and the field of sports;
- Propagate and convince people to participate in sports practice.

- d. **Results:** students have good learning and training results, complete all the requirements of the subject; meet the prescribed physical fitness standards; make

positive contributions to school lessons and sports activities at the class, school and the locality.

### C. Level of students' interest in physical education and sports activities

The study focuses on three following levels of interest in physical education and sports activities:

- High interest: There is a strong positive feeling towards PE activities due to sufficient awareness. Students show their high activeness to participate in the activities.
- Excitement: Students show their moderately positive emotions, have a relatively correct and sufficient awareness, and actively participate in activities but not at a high level of initiative.
- No interest: Students show no positive emotions without or with false perception, no activeness and participation, or no correlation or synchronization between emotion - perception-action (e.g., having interested in sports but not actively participating in activities, or actively participating but for the negative purposes instead of interest...) [1], [3], [5], [6].

In summary, from this perspective, we can see that the students' level of interest in PE activities partly reflects the quality of PE work.

### 3.2. Current status of students' interest at Thai Nguyen High School in physical education activities

The study assessed the current status of students' interest at Thai Nguyen High School through a survey of 140 students in grade 11 in February 2022.

#### 3.2.1 Awareness

The result of the survey in Table 1 shows that students' awareness of the significance and effects of physical education and sports is still insufficient.

**Table 1:** The result of the survey on students' awareness of the effects of physical education and sports (n=140)

No	The effects and significance of sports	High effect		Normal effect		Little effect		No effect	
		N	%	N	%	N	%	N	%
1	Physical development	138	98.57%	2	1.43%	0	0%	0	0%
2	The development of motor skills	137	97.86%	3	2.14%	0	0%	0	0%
3	Fitness	118	84.29%	22	15.71%	0	0%	0	0%
4	Disease prevention	74	52.86%	40	28.57%	25	17.86%	1	0.71%
5	Entertainment and relaxation	54	38.57%	36	25.71%	37	26.43%	13	9.29%
6	The improvement of spirit and adaptability	30	21.43%	35	25.00%	52	37.14%	23	16.43%

7	The improvement of memory, thinking and confidence	12	8.57%	20	14.29%	71	50.71%	37	26.43%
8	The expansion of social relations	19	13.57%	32	22.86%	64	45.71%	25	17.86%

Students have a high appreciation of the significance and effects of physical education and sports activities on physical development (98.57%), motor skills (97.86%) and physical balance (84.29%).

The percentage of students who highly appreciated the value of physical education and sports for disease prevention is not much (52.86%). Up to 17.86% of students said that physical education and sports "have little effect" on disease prevention.

The value of PE and sports for entertainment, relaxation and adaptability to life is also not appreciated by many students. Only from 21.43% to 38.57% of students rated it as "high effect"; from 26.43% to 37.14% rated "little effect"; and from 9.29% to 16.43% rated "no effect".

Regarding the effects of physical education and sports on the development of memory, thinking, confidence and social relations, many students (from 17.86% to 26.43%) said that it had "no effect"; from 45.71% to 50.71% considered it as "little effect".

**Table 2:** The result of the survey on students' interest in physical education and sport activities (n=140)

No	Content	Levels	Number	Percentage (%)
1	Activities in PE classes	High interest	10	7.14
		Interest	36	25.71
		No interest	94	67.14
2	Sports activities organized by the school	High interest	13	9.29
		Interest	50	35.71
		No interest	77	55.00
3	Sports TV shows	High interest	11	7.86
		Interest	40	28.57
		No interest	89	63.57

### 3.2.2 Emotion

The percentage of students with positive emotions towards PE and sports is low. The result of the survey on the level of interest in PE lessons, sports activities and sports television shows in Table 2 shows that only from 7.14% to 9.29% of students chose the level of "high interest", from 25.71% to 35.71% selected "interest"; and from 55.00% to 67.14% showed "no interest".

**Table 3:** The result of the survey on students' manifestations of physical education and sport activities (n=140)

No	Manifestations	Levels	Results	
			Number	Percentage (%)
1	Complying with the rules of the classes	Full compliance	113	80.71
		Occasional violation	27	19.29

	(punctuality and dressing)	Frequent violation	0	0
2	Listening and observing the teacher's instructions.	Frequent attention	51	36.43
		Little attention	76	54.29
		No attention	13	9.29
3	Exercising during class time	Positive	21	15.00
		Complete but forced	83	59.29
		Partially performed but forced	36	25.71
4	Exercising outside classroom and participating sport clubs	Frequently	12	8.57
		Sometimes	77	55.00
		Never	51	36.43
5	Improving their own knowledge and convincing people to participate in sports activities	Frequently	9	6.43
		Sometimes	37	26.43
		Never	94	67.14

### 3.3.3 Actions

The result of the survey in Table 3 shows that the majority of students only had a positive attitude towards compulsory activities (according to the rules of the classroom). A few students showed their self-discipline and positive behavior.

The majority (80.71%) of students "fully comply" with the rules of physical education classes; 19.29% "occasionally" violated; and there was no frequent violation.

Only 36.43% of students "frequently paid attention" to the teacher's lectures and instructions; Up to 54.29% "sometimes" and 9.29% "never" noticed.

For exercising during class time, only 15.00% of students showed "their positiveness"; 59.29% completed the exercise task with a "forced" attitude; and up to 25.71% only "partially performed".

The percentage of students joining extracurricular activities is low. Only 8.57% of students practiced "frequently"; 55.00% "sometimes" and up to 36.43% never joined extracurricular activities.

Actively improving knowledge as well as mobilizing others to participate in sports activities are received a little attention from students. Only 6.43% of students "frequently" did this; 26.43% "sometimes" and up to 67.14% "never".

### 3.3.4 Results

The study assessed the general fitness level and summarized students' academic results for the 1st semester of the school year 2021-2022. The results are shown in Tables 4 and 5.

**Table 4:** The results of students' test on the general fitness test (n=140)

No	Content	Evaluation					
		Good		Passed		Failed	
		No	%	No	%	No	%
1	Long jump	38	27.14%	76	54.29%	26	18.57%
2	30-meter running with high starting point	32	22.86%	83	59.29%	25	17.86%

3	Shuttle running 4x10m	40	28.57%	73	52.14%	27	19.29%
4	5-minute free running	10	7.14%	88	62.865	42	30.00%
5	Overall evaluation	23	16.43%	73	52.14%	44	31.43%

Students' general physical levels (n = 140) were assessed according to Decision No. 53/2008/QĐ-BGDĐT (compared with the standards of the age of 17).

The result of each content in the test shows that the majority (70.00% to 82.15%) of students had "good" and "passed" results. However, the percentage of "failure" is not small. In details, in long jump, 18.57% "failed"; 30-meter running with high starting point had 17.86% "failure"; running 4x10m 19.29%; 5-minute free running 30.00%.

The results of the overall evaluation show that 31.43% of the students "did not meet" the requirements of general fitness levels by age groups.

**Table 5:** The summary of students' academic results  
 in the first semester of the school year 2021-2022 (n = 140)

Content	Score (according to 10-point scale)									
	(8.0 - 10)		(6.5 - 7.9)		(5.0 - 6.4)		(3.5 - 4.9)		(< 3.5)	
	No	%	No	%	No	%	No	%	No	%
Midterm test	15	10.71%	24	17.14%	101	72.14%	0	0%	0	0%
Final test	17	12.14%	26	18.57%	97	69.29%	0	0%	0	0%

**Note:** "Passing" score is 5.0 or higher

The results of the midterm and final exams show that all students passed the test. However, the majority (69.29% and 72.14%) of the test results are in the average score range (from 5.0 to 6.4 points). The percentage of good (6.5 to 7.9) and excellent marks (8.0 to 10) is not high. The midterm test had 17.14% of "good" marks and 10.71% of "very good" results. In the final exam, 18.57% achieved "good" results and 12.14% "very good".

### 3.4 Summary

Most students at Thai Nguyen High School have little interest and have not paid much attention to physical education and sports activities. Students' awareness of the significance of physical education and sports is still incomplete. They also lack the positivity and enthusiasm towards the main and extra-curricular PE activities. Therefore, the results of the study and the assessment of the general fitness level are not high.

## 4. Conclusions

Students' interest in physical education and sports activities is assessed through specific signs in terms of perception, emotion and action. In terms of awareness: the level of awareness of the significance and effects of sports. In terms of emotions: level of interest and passion in sports activities. In terms of action: the level of positivity towards the classroom and extra-curricular activities; gaining knowledge, propagating and mobilizing people to participate in sports. The survey shows that the level of students'

interest at Thai Nguyen high school in physical education and sports activities is low in all aspects of perception, emotion and action. Therefore, the academic results and general fitness level are still limited.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Authors**

**Dr. Do Ngoc Cuong**, Dean of Faculty of Sports and Physical Education, College of Education, Thai Nguyen University, Vietnam. Research areas are educational science, physical education and sport in schools.

**MA. Nguyen Duc Tuan**, Lecturer in Faculty of Sports and Physical Education, College of Education, Thai Nguyen University, Vietnam. Research areas are physical education and sport in schools.

### **References**

1. Le Thi Bung et al. (2008). *Typical psychological attributes of personality*. University of Education Press.
2. Dang Vu Hoat, Ha Thi Duc (2009). *Theory of higher education*. University of Education Press.
3. Pham Thanh Nghi (2013). *Educational Psychology*. Hanoi National University Press.
4. Tran Thi Tuyet Oanh et al. (2013). *Textbook of Education*. University of Education Press
5. Vu Duc Thu et al. (1998). *Theory and methods of physical education in school*. Sports & Physical Education Press.
6. Le Van Xem (2004). *Psychology of Physical Education and Sports*. University of Education Press.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).