



THE STATUS OF STUDENTS' POSITIVE QUALITIES IN TABLE TENNIS 1 COURSE AT SAIGON UNIVERSITY, VIETNAM

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Abstract:

The purpose of the article is to construct a scale to evaluate the positivity of students in the course Table Tennis 1 at Saigon University, Vietnam. Using common methods in the field of physical education (analysis and synthesis of documents, interviews, statistics). Through reference documents, references and interviews with experts, specialists and lecturers, the article has identified 32 criteria for evaluating the positivity of students in the course Table Tennis 1 at Saigon University. The results of applying 32 evaluation criteria show that the situation of students' positivity in the course Table Tennis 1 at Saigon University is good in terms of awareness of learning table tennis and the need for positive learning table tennis; average in terms of motivation for positive learning table tennis and positive behavior when learning table tennis; about expressing interest when learning table tennis at a good level according to students and average according to lecturers.

Keywords: positivity, students, table tennis course, Saigon University, Vietnam

1. Introduction

Currently, the education and training sector in Vietnam is striving to innovate teaching methods, towards promoting the positive, active and creative of students in activities and learning to suit the trend of the times. This issue has posed an urgent requirement for lecturers to innovate teaching methods to promote students' positive learning. In which, lecturers are the ones who guide, direct and control students to search for knowledge and to apply the knowledge to practice. Therefore, in class, students must be self-conscious,

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proactive, exploratory, discover new knowledge in a flexible and creative way into practical life through the guidance and orientation of lecturers. In teaching practice, lecturers need to choose teaching methods that are suitable for practice and promote students' interest in the subject, this is a very important issue, which is also an art of pedagogy of lecturers.

In today's knowledge economy, with rapid and increasingly diverse development, education must constantly innovate and develop, with the aim of promoting the positive of learners, while building personality, moral qualities, fostering people with self-training capacity, promoting internal strength becomes more necessary and urgent. In universities, students are an important human resource to supplement the intellectual force for the country in the future. Therefore, each lecturer with knowledge and experience maximizes the capacity of learners. However, each subject has its own characteristics and training objectives, lecturers depending on each object to apply methods that are appropriate and effective.

Positive learning is a valuable quality of students in modern society. Positive learning stimulates interest and once students have interest, it will create positivity, helping students to perceive in the learning process in general and learning specialized subjects in particular. The content of table tennis is mostly practice, requiring students to be passionate and grasp new techniques to create interest in learning, from which to promote positive learning and practice. Therefore, studying students' learning activities and then proposing solutions to promote positive learning for students is not only a central task of the school but also a task of each lecturer when participating in teaching. Assessing students' positive learning not only has theoretical significance but also has profound practical significance, especially in the current period, when we are carrying out comprehensive basic innovation of Education and Training to gradually improve education quality on par with regional and international levels.

To promote students' positive qualities, lecturers need to master teaching skills such as: How to organize classes scientifically, arrange reasonably between theory and practice, combine many teaching methods to maximize students' attention, thinking, creativity, and dynamism. Therefore, lecturers not only master table tennis techniques but also have to be dynamic and sensitive in each lesson, each student group. In addition, they also impart to students the interest and passion for table tennis practice. Thereby, accurately, scientifically and comprehensively assessing the situation is an important basis to find solutions to improve students' positive learning in Table Tennis 1 course at Saigon University. With the above importance, we choose the article with the name: *The status of students' positive qualities in Table Tennis 1 course at Saigon University, Vietnam.*

The purpose is to build a scale to assess students' positive qualities in Table Tennis 1 course at Saigon University, Vietnam.

2. Research methods

The method of synthesizing and analyzing documents to synthesize relevant research works to select criteria for evaluating positive learning in Table Tennis 1 course for students of Saigon University.

The interview method helps the article to select evaluation criteria and evaluate the status of positive learning in Table Tennis 1 course for students of Saigon University.

In the article, the Likert scale is used to survey and evaluate the level of questions (from 1 - 5 points). To have a basis for evaluation according to each level, the article agrees as follows:

$$\text{Distance value} = (\text{Maximum} - \text{Minimum}) / n = (5 - 1) / 5 = 0.8$$

Convention of measurement levels:

1.00 – 1.80: Level 1;

1.81 – 2.60: Level 2;

2.61 – 3.40: Level 3;

3.41 – 4.20: Level 4;

4.21 – 5.00: Level 5.

Research methods: Statistical methods to process the data obtained with the support of SPSS 22.0 software.

2.1 Research subjects

a. Subjects surveyed the situation

- Regarding students: 412 students participated in learning activities in Table Tennis 1 course at Saigon University. Academic year 2021-2022. The composition of students participating in the survey includes 145 male students and 267 female students, 180 second-year students and 232 third-year students.
- Regarding lecturers: 15 lecturers of the Faculty of National Defense Education and Physical Education.

b. Preliminary survey to build survey form: 05 people (03 experts, 02 specialists with deep understanding of the field of research topic).

c. Survey to select evaluation criteria: 15 managers, specialists, lecturers who have participated in teaching Physical Education at Saigon University are selected according to the technique of judgmental and convenient sampling.

3. Research results

In order to evaluate students' positive qualities in Table Tennis 1 course at Saigon University, the article conducts building a scale and then applying it to evaluate the situation.

3.1 Building a scale to evaluate students' positive qualities in Table Tennis 1 course at Saigon University

In order to build a scale to evaluate students' positive qualities in Table Tennis 1 course at Saigon University, the topic conducts the following steps:

Step 1: Synthesize the criteria for evaluating students' positive learning from the sources of documents of authors at home and abroad such as: Trịnh Thế Linh (2018); Đỗ Thị Tươi (2018); Nguyễn Việt Hòa (2019); Bryan, C. L., & Solmon, M. A. (2012); Leo, F. M., Mouratidis, A., Pulido, J. J., López-Gajardo, M. A., & Sánchez-Oliva, D. (2022); Escrivá-Boulley, G., Guillet-Descas, E., Aelterman, N., Vansteenkiste, M., Van Doren, N., Lentillon-Kaestner, V., & Haerens, L. (2021); Bessa, C., Hastie, P., Rosado, A., & Mesquita, I. (2022); Fierro-Suero, S., Almagro, B. J., & Sáenz-López, P. (2020); Vlachos, O., & Papaioannou, A. G. (2023); Wang, Y., Chen, A., Schweighardt, R., Zhang, T., Wells, S., & Ennis, C. (2019); etc. Based on the synthesis of criteria for evaluating students' positive learning from reference materials; based on the research purpose, characteristics of the subject and practical conditions at Saigon University; at the same time, through expressions in terms of cognition, attitude (needs, motivation, interest) and action (behavior); the topic selects 30 qualitative criteria and 18 quantitative criteria to evaluate students' positive learning in Table Tennis 1 course at Saigon University.

Step 2: Consult experts to build a survey form.

Based on the results in step 1, the article conducts direct interviews with 05 people (03 experts, 02 specialists). Based on the opinions of experts and specialists, research purpose, characteristics of subjects and practical conditions at Saigon University; at the same time, through expressions in terms of cognition, attitude (needs, motivation, interest) and action (behavior); the article selects 40 qualitative criteria and 15 quantitative criteria to evaluate students' positive learning in Table Tennis 1 course at Saigon University.

Step 3: Interview experts, specialists and lecturers of Physical Education.

Through the above synthesis results, the article conducts building a form and interviewing twice 15 managers, specialists, lecturers who have participated in teaching Physical Education at Saigon University one month apart, with the same evaluation method, same content system and same subject, the way to answer is agree and disagree. The result of the interview is that the topic selects 32 criteria to evaluate students' positive learning in Table Tennis 1 course at Saigon University.

2.2. Evaluating the status of students' positive qualities in Table Tennis 1 course at Saigon University

The article conducts a survey of 412 students and 15 lecturers of the Faculty of National Defense Education and Physical Education of Saigon University on 32 criteria to evaluate the status of students' positive qualities in Table Tennis 1 course at Saigon University. compare the difference in evaluation results of students and Physical Education lecturers through testing the mean value of two independent samples, the results are shown in Table 2.1.

Table 2.1: Results of comparing the difference in evaluation results of students and Physical Education lecturers on the status of students' positive qualities in Table Tennis 1 course at Saigon University

No	Content	University Students (n = 412)		Physical Education Lectures (n = 15)		Comparison results	
		\bar{X}	S	\bar{X}	S	t	Sig
Evaluate the cognition of learning table tennis		4.08		4.08			
No1	Has an important role in physical development (strength, speed, endurance, flexibility, agility).	4.10	.813	4.07	0.59	.223	.827
No2	Has an important role in developing basic techniques (Basic serve technique; Forehand flip technique, backhand flip technique; Forehand push technique, backhand push technique; Single step movement technique).	4.17	.728	4.13	0.52	.265	.794
No3	Has an important role in psychological development (Cultivating qualities of will; Reducing study pressure, creating joy, interest).	3.75	1.110	3.87	0.92	.461	.651
No4	Has an important role in developing social skills (communication, time management, self-confidence, will to win and optimistic outlook, teamwork, reception and learning, setting and achieving goals, ...).	4.27	.815	4.27	0.70	.015	.988
No5	Has an important role in improving health.	4.11	.762	4.07	0.80	.215	.833
Evaluate the attitude of positive learning table tennis		3.18		3.13			
A. Evaluate the needs of positive learning table tennis		3.44		3.44			
No6	Because you want to practice and develop physical qualities	3.12	.982	3.13	0.74	.048	.962
No7	Because you want to practice and develop basic techniques of table tennis	3.03	.941	3.00	0.65	.166	.870
No8	Because you have interest, joy and reduce pressure in the learning process.	3.72	1.080	3.73	0.88	.064	.950
No9	Because you want to practice more other social skills. (self-confidence, will to win, communication, reception and learning, ...).	3.54	1.225	3.53	1.13	.027	.979
No10	Because you want to meet the teacher's requirements.	3.45	.612	3.47	0.52	.111	.913
No11	Because you want to complete the score in the subject.	4.11	.762	4.20	0.68	.495	.628
No12	Because you love table tennis.	3.09	.985	3.00	0.85	.413	.686

Co Ton Minh Dang, Nguyen Thi Hoang Anh
 THE STATUS OF STUDENTS' POSITIVE QUALITIES IN TABLE
 TENNIS 1 COURSE AT SAIGON UNIVERSITY, VIETNAM

B. Evaluate the motivation of positive learning table tennis		2.66		2.63			
No13	To understand the purpose, meaning, importance of table tennis in the curriculum.	2.16	.415	2.13	0.35	.262	.796
No14	To have the skills to practice basic techniques of table tennis.	2.01	.388	2.07	0.26	.751	.463
No15	To grasp the methods to self-train, enhance health, develop physicality.	3.21	.798	3.20	0.68	.049	.962
No16	To have the opportunity to meet, exchange, make friends, develop social relationships.	3.33	.704	3.27	0.59	.435	.670
No17	To learn a new sport.	3.00	.954	2.93	0.70	.381	.708
No18	To have the opportunity to show your own abilities.	2.99	.963	2.87	0.35	1.18	.249
No19	To please teachers and friends.	1.94	.799	1.93	0.70	.045	.964
C. Evaluate the expression of interest when learning table tennis		3.43		3.33			
No20	Active, attentive listening to lecturers analyze and guide techniques, watch model movements, memorize well and perform exercises, movements that have been learned.	3.38	.649	3.33	0.49	.349	.732
No21	Proactively ask lecturers when they do not grasp the issues (exercises, movements) in class.	3.33	.704	3.27	0.59	.435	.670
No22	Determine to overcome difficulties, complete tasks, exercises assigned by lecturers.	3.41	.707	3.33	0.49	.569	.577
No23	Be serious in classes; at the same time actively and well comply in mid-term and final exams.	3.58	.729	3.41	0.63	1.07	.298
Evaluate positive behavior when learning table tennis		2.97		2.87			
No24	Eagerly participate in learning activities in class, like to speak up, debate, do not do private work	3.49	.727	3.47	0.52	.189	.853
No25	Remember and perform well the movements and exercises that the lecturer requires.	3.45	.722	3.53	0.83	.364	.721
No26	Proactively apply flexibly the knowledge and skills of movement that have been acquired to new problems (exercises, movements), with the guidance of lecturers.	3.23	.792	2.27	0.46	7.71	.000
No27	Proactively take equipment at the beginning of class and arrange equipment at the end of class in classes.	3.54	.761	3.60	0.83	.259	.799
No28	Do not skip table tennis classes.	3.50	.733	3.41	0.63	.627	.540

N ₀₂₉	Eagerly participate in all forms of learning activities, participate in supporting demonstrations, models, ...	3.58	.745	3.53	0.64	.305	.764
N ₀₃₀	Know how to apply rules and basic techniques to table tennis competitions.	2.04	1.053	2.07	0.70	.147	.885
N ₀₃₁	Self-conscious, proactive and positive practice outside of class hours, participate in student table tennis clubs.	2.07	1.135	2.13	1.25	.227	.821
N ₀₃₂	Learn more about table tennis techniques on the Internet, books, friends.	1.83	1.039	1.87	1.36	.097	.924

The comparison results in Table 1 show that most of the evaluation results of the questions about students' positive qualities in Table Tennis 1 course at Saigon University of students and lecturers are not different ($\text{sig} > 0.05$), or the evaluation results of students and lecturers are equivalent. However, there is 01 question Proactively applying flexibly the knowledge and skills of movement that have been acquired to new problems (exercises, movements), with the guidance of lecturers, there is a statistically significant difference ($\text{sig} < 0.05$) students evaluate higher than lecturers.

The evaluation results for each specific factor are as follows:

Regarding the cognition of learning table tennis: students and lecturers evaluate at a good level; in which content N₀₄ is rated highest by students and lecturers at a good level and content N₀₃ students and lecturers rate the lowest at a good level, the remaining contents students and lecturers rate at a good level. Comparing the evaluation results of lecturers and students on the cognition of learning table tennis through Chart 2.1.

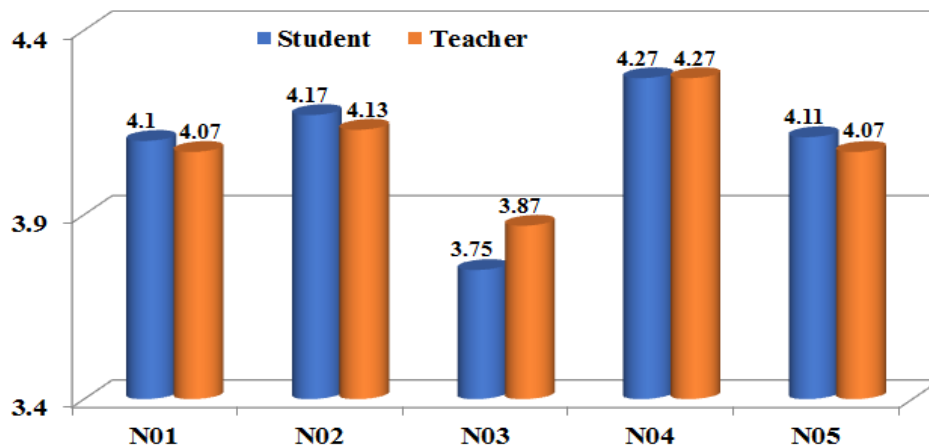


Chart 2.1: Comparing the evaluation results of lecturers and students on the cognition of learning table tennis

Regarding the needs of positive learning table tennis: Students and lecturers evaluate at a good level; in which content N₀₁₁ is rated highest by students and lecturers at a good level and content N₀₇ students and lecturers rate the lowest at an average level; content N₀₁₂ and N₀₆ students and lecturers rate an average level; the remaining contents

students and lecturers rate at a good level. Comparing the evaluation results of lecturers and students on the needs of positive learning table tennis through Chart 2.2.

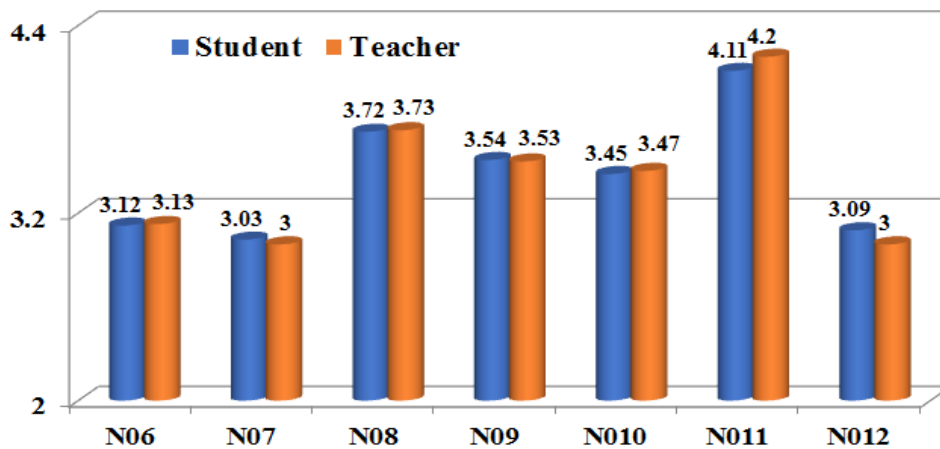


Chart 2.2: Comparing the evaluation results of lecturers and students on the needs of positive learning table tennis

Regarding the motivation of positive learning table tennis: Students and lecturers evaluate at an average level; in which content N016 is rated highest by students and lecturers at an average level and content N019 students and lecturers rate lowest at a weak level; content N014 and N013 students and lecturers rate at a weak level; the remaining contents students and lecturers rate at an average level. Comparing the evaluation results of lecturers and students on the motivation of positive learning table tennis through Chart 2.3.

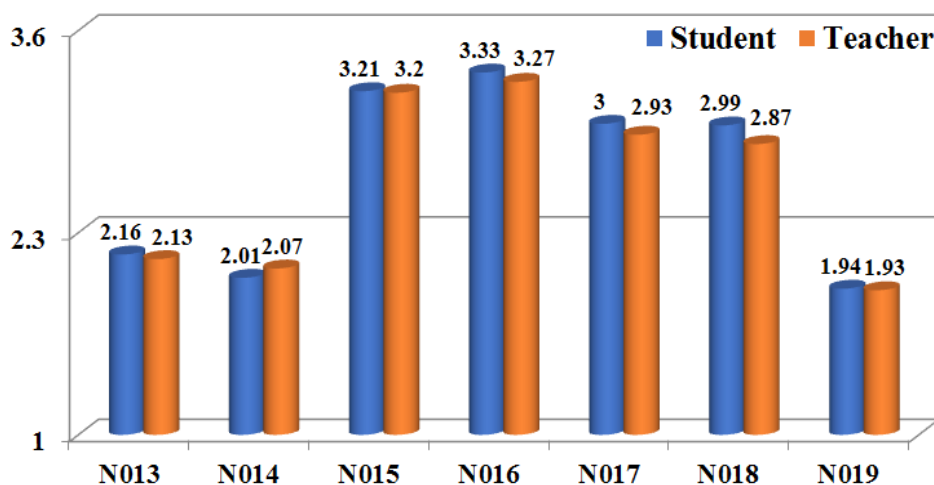


Chart 2.3: Comparing the evaluation results of lecturers and students on the motivation of positive learning table tennis

Regarding the expression of interest when learning table tennis: Students rate at a good level and lecturers rate at an average level; in which content N023 is rated highest by students and lecturers at a good level and content N021 students and lecturers rate

lowest at an average level; content N020 students and lecturers rate at an average level; content N022 students rate at a good level and lecturers rate at an average level. Comparing the evaluation results of lecturers and students on the expression of interest when learning table tennis through Chart 2.4.

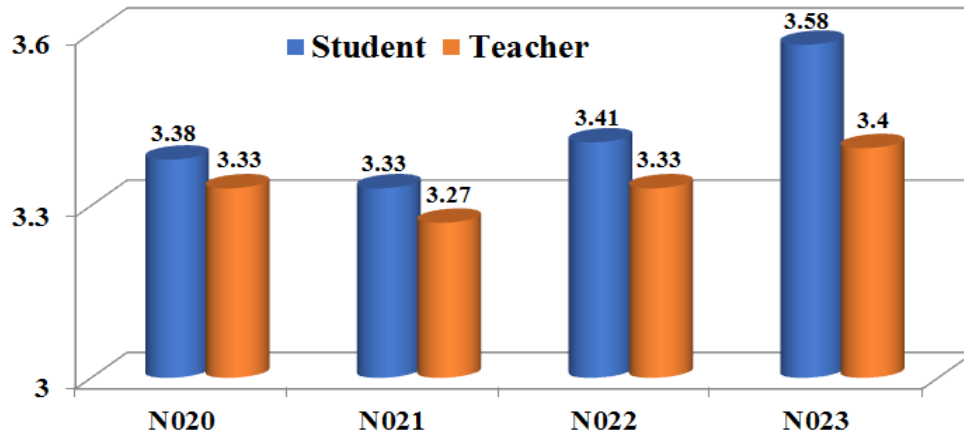


Chart 2.4: Comparing the evaluation results of lecturers and students on the expression of interest when learning table tennis

Regarding positive behavior when learning table tennis: Students and lecturers evaluate at an average level; in which content N029 is rated highest by students and content N027 is rated highest by lecturers at a good level; content N032 students and lecturers rate lowest at a weak level; Content N031 and N030 students and lecturers rate at a weak level; Content N026 students rate at an average level and lecturers rate at a weak level; the remaining contents students and lecturers rate at a good level. Comparing the evaluation results of lecturers and students on positive behavior when learning table tennis through Chart 2.5.

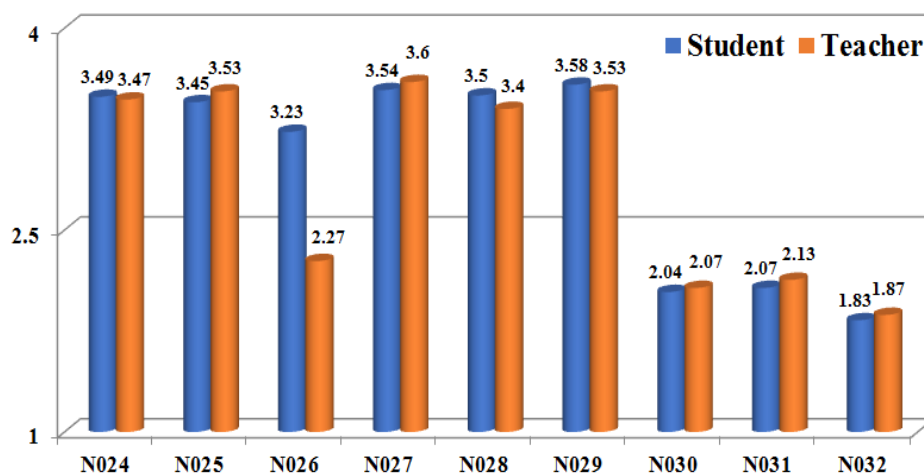


Chart 2.5: Comparing the evaluation results of lecturers and students on positive behavior when learning table tennis

Through the analysis of data in Table 1, it shows that students and lecturers evaluate the cognition of learning table tennis highest at a good level and positive behavior of learning table tennis lowest at an average level and attitude of positive learning table tennis students and lecturers evaluate at an average level.

3. Conclusion

Through reference materials, consultation and interview with experts, specialists and Physical Education lecturers, the article has identified 32 criteria to evaluate students' positive qualities in Table Tennis 1 course at Saigon University.

The status of students' positive qualities in Table Tennis 1 course at Saigon University is good in terms of cognition of learning table tennis and needs of positive learning table tennis; average in terms of motivation for positive learning table tennis and positive behavior when learning table tennis; about the expression of interest when learning table tennis at a good level (students) and an average level (lecturers).

Conflict of Interest Statement

The authors declare no conflicts of interest.

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