



## THE CURRENT SITUATION OF POSITIVE SELF-DISCIPLINE IN THEORY CLASSES OF STUDENTS MAJORING IN SPORTS MANAGEMENT AT TRA VINH UNIVERSITY, VIETNAM

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### Abstract:

In today's world, students who actively learn are very useful members of society. Engaging in active learning stimulates students' curiosity, and if they are curious, it will foster a positive perception of the learning process in general and specialized subjects in particular. The purpose of the study is to build a scale to apply and evaluate the current state of positivity in theoretical lessons of the research subjects. The research uses methods of synthesizing and analyzing documents, interviews and statistics. The research population included 94 students majoring in sports management at Tra Vinh University, Vietnam. The research results have built a scale to evaluate the positivity in theory lessons of the research subjects, including 35 questions in 03 groups. Eleven questions were asked about active learning in the classroom, thirteen questions were about active learning outside of the classroom, and eleven questions were about actively participating in extracurricular activities to enhance learning. In conclusion, students are currently not taking much initiative in their theoretical studies. When it comes to studying theoretical subjects, most students are neither proactive or self-conscious. This is especially true when it comes to their level of self-study outside of class, and their engagement in extracurricular activities is rarely or rarely very high.

**Keywords:** current situation, positive self-discipline, studying theory, student of sports management, Tra Vinh University

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## 1. Introduction

In Vietnam, physical education programs at universities, colleges, and professional schools have become increasingly significant in providing the next generation of students with a comprehensive education. The subject of physical education has created great attraction in the physical training movement of students. However, the broad use of a rigorous organizational form is inappropriate because of the unique qualities of the subject and the fact that every school has different requirements. Therefore, in reality, in many universities across the country today, there are still students who consider the subject of physical education an obstacle that is difficult to overcome. There are various causes for this, but one fundamentally subjective one is that we have not developed a system of workable, scientific remedies to raise the subject's educational caliber. In particular, learners' initiative and positivism have not been encouraged.

Directors of universities in the province of Tra Vinh are currently giving physical education and school sports a lot of attention, funding, and growth, and the progress of the schools shows promising results, upgrading the credentials of the teaching personnel in addition to updating the buildings, tool yards, and equipment. Certain educational institutions have made significant investments in constructing and remodeling numerous sports facilities, which have proven to be beneficial for both extracurricular student sports and curriculum instruction.

The majority of physical education courses have a practical focus; thus, students must be enthusiastic and adept at generating interest in their studies in order to foster positive learning and practice environments. Therefore, researching students' learning activities and then coming up with solutions to promote students' positivity in learning is not only the central task of the school but also the task of each teacher when participating in research. Particularly in the present, assessing students' active learning has great practical importance in addition to being significant in theory. In order to progressively raise the standard of education on a regional and global scale, we are undertaking a thorough and fundamental reform of education and training.

The 120 credits in Tra Vinh University's sports management program are almost entirely composed of theoretical courses (almost 65%). This shows that studying theoretical subjects is extremely important. However, in reality, many students of the school in particular and students majoring in physical education, in general, are not really active when participating in studying theory classes in class as well as outside of class and participating in extracurricular activities to support student's study of theoretical subjects. Is that correct? Is there a way to make that better? Because of this, we have conducted research: "The present state of sports management majors' good self-discipline in theory classrooms at Tra Vinh University".

The goal of the study is to establish standards by which the current state of positive self-discipline among Tra Vinh University sports management majors during theory sessions can be assessed. The findings of the research serve as the foundation for selecting strategies to raise students' optimism in theory classes.

## 2. Materials and methods

### 2.1 Methods

The following research techniques were applied in order to fulfill the article's research purpose:

The process of document analysis and synthesis is employed to gather data on research topics from documentary sources, including books, scientific papers, scientific works, and published research articles. Cite findings, gather data from official sources to create a theoretical foundation, formulate scientific theories, ascertain the aim and conduct analysis, and talk about research findings on the assessment criteria of students in studying theory modules.

Interview method: This approach attempts to gather and compile opinions from professionals and experts regarding the selection of standards to gauge how enthusiastically students study theoretical modules.

The interview form is built based on the following steps:

- Step 1: Do theoretical research in order to create a survey form (questionnaire).
- Step 2: Interview ten specialists to get their input on the questionnaire.
- Step 3: Conduct a survey and use the internal reliability analysis method (Cronbach's alpha index) and exploratory factor analysis method (KMO test in EFA analysis) to test the validity and reliability of the interview questionnaire.
- Step 4: Complete the survey content

Following their completion of the questionnaire, 94 Tra Vinh University sports management majors were surveyed for the study.

The statistical mathematical approach involves using descriptive statistical formulas to process and evaluate data acquired with the use of SPSS 22.0 software. Through the use of indicators, the reliability of the scale is tested. Cronbach's alpha, exploratory factor analysis in EFA analysis using the KMO test.

### 2.2 Participants

The total of the survey: 94 Tra Vinh University, Vietnam, sports management majors. Interview subjects to adjust the questionnaire: ten experts and specialists at Tra Vinh University and Tra Vinh Province, Vietnam.

## 3. Results

### 3.1. Current status of active learning level of students majoring in sports management at Tra Vinh University during theoretical subjects

Students should respond to a survey using five points, ranging from 1 to 5. Table 1 shows the results: Very often, Often, Occasionally, Rarely, Never.

**Table 1:** Table of students' active learning level during theoretical subjects

Question	N	Mean	Std. Deviation
Note down important ideas in the teacher's lectures.	94	2.41	.839
Pay close attention to listening to lectures	94	2.32	.756
Be fascinated by students' teaching methods.	94	2.64	.934
Like to speak when solving problems, members ask questions.	94	2.79	.991
Discuss questions and unclear issues immediately with friends or teachers.	94	2.66	1.000
You have creative ideas for lessons that are praised by teachers and friends	94	3.01	1.018
Trying to resolve fatigue to continue collecting cards in the best way	94	2.39	.902
Sleepy, can't concentrate	94	3.04	1.058
Boredom, just waiting for time to end	94	3.24	1.137
Enjoys talking with friends about topics other than the material being studied	94	3.32	1.120
Doesn't want to go to class theoretical subjects	94	3.69	1.223
Wanting to reduce the number of classes in theoretical subjects	94	3.28	1.308

It was found in Table 1 that most students are not really active in studying theory in class. In items such as "Note down important ideas in teacher's lectures" "Pay close attention to listening to lectures", "Be fascinated by students' teaching methods," and "Like to speak, When solving problems, members ask questions", "Discuss questions and unclear issues immediately with friends or teachers", "You have creative ideas for lessons that are praised by teachers and friends" and "Trying to resolve fatigue to continue collecting cards in the best way" has an average value of 2.32–3.01 points between "regular" and "occasional" energy. Meanwhile, the non-positive items are "sleepy, cannot concentrate", "boredom, just waiting for time to end", "likes to discuss with friends issues other than the content being studied," and "does not want to go to class." theoretical subjects", "Wanting to reduce the number of classes in theoretical subjects" has an average value of 3.01–3.69 points, between "sometimes" and "rarely".

### 3.2. Present state of active self-discipline among Tra Vinh University sports management majors studying theoretical courses outside of class

Students should respond to a survey using five points, ranging from 1 to 5: Table 2 shows the results: Very often, Often, Occasionally, Rarely, Never.

Table 2 shows that most of the questions have an average value of about 2.39–2.84 points; this is the ability between sometimes and rarely more than 10/13 items. This demonstrates how little students actively learn theoretical subjects outside of the classroom. Students who study theoretical subjects lack initiative and self-consciousness. Students who study theoretical subjects lack initiative and self-consciousness. This is a problem that needs to be addressed to increase students' active self-study outside of class.

**Table 2.** Table of the level of self-discipline in actively studying theoretical subjects of students majoring in sports management at Tra Vinh University outside of class time

Question	N	Mean	Std. Deviation
Establish a schedule to help you remember when to study theoretical courses each day.	494	2.77	1.100
Establish a time limit for each stage of the theoretical subject-learning process.	494	2.76	.982
To avoid wasting a lot of time, decide which content needs to be learn and which does not.	494	2.39	.839
When an issue comes up while studying theoretical subjects, you often give it some serious thought before coming up with a solution.	494	2.47	.895
Identify important parts of each theoretical subject and delve deeper into the content and remember it	494	2.44	.877
Prior to delving into a particular theoretical topic, you frequently considered the most effective way to learn.	494	2.63	.967
To find the answers, ask yourself questions, look up documents, or consult with friends and teachers.	494	2.84	1.005
To make the information easier to recall, make connections between the theoretical subjects' components.	494	2.67	.970
Compare the problems learned in theoretical subjects with your own practical experience	494	2.50	.959
Investigate various learning strategies, such as creating tables, diagrams, and summaries to help you recall the information you have learned.	494	2.84	1.039
Regularly review notebooks, take notes and underline important content.	494	2.58	1.007
The research-specific examples for the content to clarify them.	494	2.63	.955
Research the meaning of theoretical subjects in practice, competition, and daily life.	494	2.55	.983

### 3.3. Current status of participation in extracurricular activities to support the study of theoretical subjects of students majoring in sports management at Tra Vinh University

Students should respond to a survey using 5 points, ranging from 1 to 5: Table 2 shows the results: Very often, Often, Occasionally, Rarely, Never.

Table 3 shows that most of the questions have an average value of about 2.84–3.95 points; this is the ability between sometimes and rarely. In particular, the item "Do you often participate in forming or forming groups to study theory well?" has the lowest average value of 3.95 points. This confirms that the level of participation in extracurricular activities supporting the study of theoretical subjects among sports management students at Tra Vinh University is very low. Students rarely participate in extracurricular activities, which will greatly limit their ability to collect new information and enhance student creativity.

**Table 3:** Table of levels of participation in extracurricular activities to support students' learning of theoretical subjects

Question	N	Mean	Std. Deviation
Do you often join academic clubs organized by the school?	94	3.06	1.234
Do you often share your documents and knowledge on social networking sites?	94	3.76	.999
On the student forum on the school's website, you frequently debate concerns related to studying theoretical courses.	94	3.33	1.231
Do you update the content on the student channel on a regular basis to deepen and broaden your understanding of the theoretical concepts you have learned in class.	94	3.68	.938
Do you often participate in forming or forming groups to study theory well	94	3.95	.919
Do you take part in activities that involve practical learning?	94	2.84	1.089
Do you often participate in picnics and travel to learn more and supplement practical knowledge for theoretical subjects?	94	3.65	1.019
Do you often go to the library or museum to verify or learn more about the information you have learned?	94	3.14	1.064
Do you often go to youth cultural houses to meet students from other schools to exchange and learn from each other?	94	3.80	1.027
To reinforce the theoretical knowledge, you have received, you frequently take part in events and competitions sponsored by the student association and youth union.	94	2.96	1.127
Do you often visit historical places?	94	3.03	1.102

Through analysis of students' level of activeness in learning theoretical subjects, their willingness to actively study theoretical subjects outside of class, and their participation in extracurricular activities to support their learning of theoretical subjects, along with comparing demographic factors, the research results found that Tra Vinh University students are not really proactive in studying theory. Most students are not proactive and self-conscious in studying theoretical subjects, especially the level of self-study outside of class, and participation in extracurricular activities is at an inviting and rarely very high level.

Because of this, it is necessary to come up with appropriate solutions to improve the self-discipline and active learning of theoretical subjects for students majoring in sports management, thereby improving the learning outcomes of these subjects. Learn students' theory as well as improve the quality of training and output of students to meet current professional and social needs.

#### 4. Conclusions

The research results give the following conclusions:

In actuality, students do not really study theoretical subject matter proactively. When it comes to studying theoretical subjects, most students are neither proactive nor self-conscious. This is especially true when it comes to their level of self-study outside of class, and their engagement in extracurricular activities is rarely or never very high.

#### Conflict of Interest Statement

The authors declare no conflicts of interest.

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