



**CURRENT STATUS OF STUDENTS' ACTIVENESS
AND INTEREST IN LEARNING PHYSICAL EDUCATION
AT KHANH HOA UNIVERSITY, VIETNAM**

Nguyen Huu Tuong¹,

Le Quang Chung¹,

Dang Quang Hai²,

Nguyen Dang Diep²ⁱ

¹M.A.,

University of Khanh Hoa,

Vietnam

²M.A.,

Bac Ninh Sports University,

Vietnam

Abstract:

Studying activeness and interest in learning in order to improve the effectiveness of teaching and learning Physical Education means influencing attitudes in consciousness, awareness, value orientation, interest, emotions, and attention of the subjects, including lecturers and students. On that basis, appropriate measures can be applied to improve the effectiveness of the Physical Education teaching-learning process at Khanh Hoa University.

Keywords: current status, activeness, interest, physical education, Khanh Hoa University

1. Introduction

Every year, Khanh Hoa University trains and fosters thousands of staff with high professional and practical qualifications for the fields of education, culture, arts, and tourism. The Physical Education (PE) course for students has also always received the University's attention. To achieve good effectiveness and high quality in teaching and learning PE, the University has invested in facilities and equipment for the subject, improved the qualifications of teaching lecturers, and ensured requirements regarding teaching principles and methods. These efforts have partly met the objectives of modern education. However, for students, studying PE remains very difficult; students have not yet recognized the purpose of this subject. Most students do not have a genuine interest

ⁱ Correspondence: email nguyenxuanhung.volley@gmail.com

or a positive attitude toward learning it, and some even underestimate its importance. What, then, are the causes? How can students at Khanh Hoa University promote activeness, initiative, and interest in learning? Doing so will help students develop and complete the necessary qualities and competencies to meet social requirements and perfect the personality of future professionals. Therefore, it is necessary to assess the current status of students' interest and activeness so as to help them clearly identify learning purposes and motivations, stimulate learning needs, improve the effectiveness of PE learning, and meet output standards serving society.

2. Research Methods

During the research process, we used the following methods: document review, interview, survey, and statistical-mathematical methods. A survey and assessment were conducted with 200 first-year male and female students at Khanh Hoa University. Thirty staff members and lecturers of the University were interviewed to identify factors that promote students' activeness and interest.

3. Research Results

3.1. Current Status of Students' Activeness in Learning PE at Khanh Hoa University

We examined students' learning activeness as a "stepping stone" for understanding activeness toward the PE subject. In addition to questionnaire surveys, we directly observed students' activeness in classroom learning, exchanged with teaching lecturers, and studied students' learning and training results in order to evaluate their activeness.

Based on the structure of activeness, we studied students' learning activeness through the following aspects:

- Students' awareness, expressed through their evaluation of the importance and benefits of the subject.
- Students' emotions, expressed through their interest in subjects.
- Students' behavior, shown through levels of activeness in learning.
- Students' learning activeness is reflected in their levels of awareness and interest toward subjects.

In this content, we asked students to identify their level of interest in each subject. The subjects were divided into two groups: general subjects and specialized subjects. Procedure: students identified their interest in each subject at three levels: very interested, interested, and not interested. Scoring was as follows:

- Very interested: 2 points.
- Interested: 1 point.
- Not interested: 0 points.

Finally, percentages (%) were calculated for comparison.

Table 1: Interest of Khanh Hoa University students in subjects

No.	Subject	Very interested (2 points)	Interested (1 point)	Not interested (0 points)	Total score
1	Specialized subject	97	83	20	277 (30.5%)
2	Psychology	55	115	30	225 (24.8%)
3	Physical Education	53	112	35	218 (24%)
4	Basic Principles of Marxism-Leninism	33	122	45	188 (20.7%)
Overall					908 (100%)

From the initial results, we found that students showed the highest interest in specialized subjects: specialized courses (30.5%), followed by Psychology (24.8%), PE (24%), and finally the group of Marxist-Leninist subjects. Many reasons may lead to this pattern of awareness of subjects.

The above results are due to the following reasons:

In recent years, students have chosen careers with clear motivations. Therefore, upon entering Nha Trang College of Education, most of them have a correct awareness of the meaning of their studies. They also correctly determine the importance of subjects and understand their significance for the process of developing professional skills.

Through observing students' learning activities and through exchanges and conversations with students, we found that the proportion of students who identified the importance of general subjects was not as high as that for other groups of subjects because these subjects are not directly related to their training majors.

Table 2: Activeness of Khanh Hoa University students
by level of participation in each form of sports practice

No.	Forms	Very active (2 points)	Active (1 point)	Not active (0 points)	Total score
1	Practical lessons on sports grounds	95	85	20	275 (16.1%)
2	Practicing new movements	84	88	28	256 (15%)
3	Participating in training and school sports competitions	78	92	30	248 (14.7%)
4	Extracurricular lessons	67	106	27	240 (14.1%)
5	Helping classmates learn	55	115	30	225 (13.2%)
6	Reviewing old movements	37	105	58	179 (10.5%)

7	Supplementary games	98	84	18	280 (16.4%)
Overall					1703 (100%)

Comments: The highest expressions of students' learning activeness in forms of sports training were the use of supplementary games (16.4%), practical learning on sports grounds (16.1%), and learning new movements (15%), while the lowest was reviewing old movements (10.5%). This may indicate that students' attitude toward PE is mainly coping-oriented, learning for fun rather than recognizing that the purpose of learning is to improve health, train patience, overcome difficulties, and so on. This is further affirmed by the viewpoint of the Party and the State on PE for pupils and students: PE is an important part of socialist education, aimed at training the younger generation to develop comprehensively, possess knowledge and morality, and perfect their physical fitness.

Table 3: Satisfaction of Khanh Hoa University students with learning conditions

No.	Condition	Very satisfied (2 points)	Satisfied (1 point)	Not satisfied (0 points)	Total score
1	Teachers' care and support	80	105	15	265 (12.7%)
2	Teachers' competence	72	115	13	259 (12.4%)
3	Teachers' attitude	66	118	16	250 (12%)
4	A PE lesson lasting 2 periods	68	114	18	250 (12%)
5	Practice grounds	65	115	20	245 (11.7%)
6	Training equipment	60	112	28	232 (11.1%)
7	Conditions for self-practice outside class time	57	110	33	224 (10.7%)
8	A PE lesson lasting 4 periods	50	85	65	185 (8.9%)
9	Dormitory living conditions	47	83	70	177 (8.5%)
Overall					2087 (100%)

Comments: Besides subjective personal factors and students' self-consciousness in learning, the role of the teacher has a significant influence on learners' activeness, as reflected in satisfaction with teachers' care and support (12.7%), teachers' competence (12.4%), and teachers' attitude (12%). In addition, the duration of a PE lesson also affects students' learning activeness. Students were more satisfied with a lesson lasting 2 periods

than with the actual 4 periods (12% compared with 8.9%). This is understandable: because learners are students who do not practice regularly, their physical fitness cannot sustain movement for a long time, and their recovery ability is also slow. In addition, weather conditions make learners feel reluctant to exercise during hot periods, such as the last two periods of the morning and the first two periods of the afternoon.

Dormitory living conditions had the lowest percentage (8.5%): most students living in dormitories have inadequate diets, and their rest is not self-directed, which greatly affects their health.

Table 4: Activeness reflected through students' PE learning results at Khanh Hoa University

Class / enrollment / result	BC1	BC2	CL3	CL5	DC	VT
Enrollment	44	57	45	43	35	47
Excellent	18.2%	15.8%	2.2%	11.6%	2.9%	4.3%
Good	27.2%	21.1%	35.6%	44.2%	22.9%	14.8%
Fair	25.0%	31.5%	60.0%	44.2%	37.1%	27.7%
Average	18.2%	21.1%	0.0%	0.0%	17.1%	36.2%
Weak	11.4%	10.5%	2.2%	0.0%	20.0%	17.0%

Comments: Students' PE learning results in the semester were not high. The proportions of average and weak results were very high. In the Badminton 3 class (CL), the proportion of average and weak students was only 2.2%; the Badminton 5 class had no average or weak students. In the remaining classes, such as Shuttlecock Kicking (DC), Martial Arts (VT), and Volleyball (BC), the proportions of students with average and weak results were very high. Many reasons led to these results, but in my opinion, one of the main reasons was students' learning activeness. Analysis shows that Badminton 3 and Badminton 5 were students' first choices and were studied indoors with relatively adequate learning conditions. In the remaining classes, some students did not study their first-choice subject or had to study outdoors in the sun, under poor learning conditions. Through the survey, we identified the following causes of insufficient activeness in learning PE:

Students' awareness of the importance of PE was not as high as their awareness of specialized subjects.

Students only liked practical learning on sports grounds and practicing new movements, and were not active in reviewing old movements.

Most students were satisfied with teachers' care and support, teachers' competence and attitude, and a lesson duration of 2 periods. The issues students were not satisfied with were facilities, training equipment, conditions for self-practice outside class time, and dormitory living conditions.

Students' positive learning attitude depended greatly on the role of teachers (attitude and teaching methods) and awareness of the benefits of the subject. In addition, subject content, diet, facilities for training, weather factors, and training duration also significantly affected students' learning spirit and attitude.

Most students liked sports very much, but diet and time for self-practice greatly affected students' regular training.

Students clearly identified sports practice as a way to develop health and enhance physical appearance, rather than as a means to enter the school team or for other purposes.

3.2. Causes and Conditions Affecting Students' Learning Activeness

To more fully understand students' activeness toward learning PE, in addition to examining aspects that express activeness, we studied students' activeness in relation to the conditions serving learning and sports training at the University. Through this, indirectly, we identified causes and conditions that directly and indirectly affect students' activeness in sports training, creating a basis for finding appropriate measures to improve students' activeness in PE lessons.

There are many conditions that affect students' activeness toward learning PE. We temporarily divide them into two groups:

- **Mental conditions:** teaching methods; teachers' attitude; awareness of the benefits of the subject; subject content.
- **Material conditions:** diet, facilities, support from friends, weather and training duration.

Table 5: Role of factors promoting learning activeness

No.	Factors	Very important (2 points)	Important (1 point)	Not important (0 points)	Total score
1	Teaching methods	132	62	6	326 (11.5%)
2	Teachers' attitude	126	66	8	318 (11.2%)
3	Awareness of the benefits of the subject	117	76	7	310 (10.9%)
4	Subject content	99	90	11	288 (10.1%)
5	Studying the chosen subject	140	57	3	337 (11.9%)
6	Facilities	77	109	14	263 (9.3%)
7	Support from friends	78	99	23	255 (9%)
8	Weather	69	97	34	235 (8.3%)
9	Training duration	61	110	19	232 (8.1%)
10	Diet	92	92	16	276 (9.7%)
Overall					2840 (100%)

Comments: According to our request, students identified the importance of each factor promoting their activeness in sports training during their studies at the University. In general, students highly evaluated the importance of mental factors: studying the chosen subject (11.9%), teaching methods (11.5%), teachers' attitude (11.2%), awareness of the benefits of the subject (10.9%), and subject content (10.1%).

Among material factors, the most important were diet (9.7%) and facilities (9.3%), while weather (8.3%) and training duration (8.1%) were considered less important.

Combining the collected data with practical observation, we found that students' activeness in relation to the two groups of conditions above was fairly accurately reflected.

Although Nha Trang College of Education has received attention, investment, and development, it still has not fully met training requirements at the current scale of the University. Therefore, although most students sympathize with the University, they remain dissatisfied with the material conditions of learning and training. We clearly observed this attitude through contact with students. The University dormitory cannot fully meet the housing demand of eligible students, and dormitory living conditions remain insufficient and difficult.

To further support the above observations, we studied students' preferences as well as factors directly affecting their sports practice.

Table 6: Students' interest in sports

No.	Content	Yes	No	Total
1	Do you like practicing sports?	185 (92.5%)	15 (7.5%)	200 (100%)
2	Do you like watching sports competitions?	170 (85%)	30 (15%)	200 (100%)
3	Is it true that sports are an indispensable part of your life?	153 (76.5%)	47 (23.5%)	200 (100%)
4	Do you practice sports regularly?	100 (50%)	100 (50%)	200 (100%)
5	Do you have time for self-practice in sports?	87 (43.5%)	113 (56.5%)	200 (100%)
6	Does your daily diet affect your learning spirit during PE lessons?	160 (80%)	40 (20%)	200 (100%)

Results: Through the data in the table, we found that most students liked practicing sports (92.5%), liked watching sports competitions (85%), and considered sports an indispensable part of their lives (76.5%). This shows that the majority of students have proper awareness of sports and like training; however, only 50% of students practice regularly. This is because students do not have time for self-practice (56.5%), and especially because nutrition negatively affects students' spirit and attitude toward training (80%).

To further confirm the causes related to students' learning activeness, we examined students' purposes in participating in sports in order to identify their awareness of sports.

Table 7: Students' purposes in participating in sports

No.	Purpose	Evaluated responses
1	Improving health	155 (50.5%)
2	Enhancing physical appearance	56 (18.2%)
3	Creating opportunities for exchange and learning	48 (15.6%)
4	Playing for fun	18 (5.9%)
5	Other purposes	16 (5.2%)
6	Being selected for the school team	14 (4.6%)
Overall		307 (100%)

The collected results once again confirm that students participate in sports mainly to improve health (50.5%) and enhance physical appearance (18.2%). Participating in sports in order to be selected for the school team was only a secondary purpose (4.6%).

4. Conclusion

The study identified several factors affecting students' attitudes and activeness toward PE lessons:

Students' awareness of the importance of PE was not as high as their awareness of specialized subjects.

Students only liked practical learning on sports grounds and practicing new movements, and were not active in reviewing old movements.

Most students were satisfied with teachers' care and support, teachers' competence and attitude, and a lesson duration of 2 periods. The issues students were not satisfied with were facilities, training equipment, conditions for self-practice outside class time, and dormitory living conditions.

Students' positive learning attitude depended greatly on the role of teachers (attitude and teaching methods) and awareness of the benefits of the subject. In addition, subject content, diet, facilities serving training, weather factors, and training duration also significantly affected students' learning spirit and attitude.

Most students liked sports very much, but diet and time for self-practice greatly affected their regular training.

Students clearly identified sports practice as a way to develop health and enhance physical appearance, rather than as a means to enter the school team or for other purposes.

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Conflict of Interest Statement

There are no conflicts of interest.

About the Author(s)

Nguyen Huu Tuong, Master, specializes in sports and education, participates in university teaching and guides university students at Khanh Hoa University, Vietnam.

Lê Quang Chung, Master, specializes in sports and education, participates in university teaching and guides university students at Khanh Hoa University, Vietnam.

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