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Current Situation of Teaching and Learning Elective Sports Subjects for Non-Major Students of Hong Duc University

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Abstract

The orientation and selection of elective subjects of students is limited; extracurricular activities of students are still low with the participation of very few students; the effectiveness of sports clubs in the school is not high. There is no concrete solution to the problem of discriminatory treatment of students with poor health, ... (Luu Xuan Moi, 2000). Consequently, this has impacted the overall quality of Physical Education (PE) subject in general and elective sports subjects in particular as well as impacted the overall physical development of students. Through the use of routine scientific research methods in the field of physical education and sports as method of analysis and synthesis of documents; Talkshow interview method; Pedagogical observation method; Experimental pedagogical method and statistical mathematical method. Based on the evaluation of current situation of factors affecting the quality of elective sports subjects according to the credit-based training regime of students at Hong Duc University, the topic has selected 6 measures to improve the learning outcome of elective sports subjects of non-major students at Hong Duc University (Dong Huong Lan, 2018).

Keywords: Current Situation, Elective Sports, Non-Major Students, Hong Duc University.

INTRODUCTION

Hong Duc University in Thanh Hoa province is one of the institutions that train personnel for the field of Physical Education and Sports in the country. During the training process, the University always develops subjects and learning contents in accordance with the requirements of practice and modern development trends to increase adaptability and physical improvement for its students, besides, the University is always interested in researching methods and measures in teaching and learning to improve learning efficiency for students, meeting the training objectives of the University (Dong Huong Lan, 2018).

Therefore, in response to the requirement of fundamental and comprehensive reform of education, and at the same time based on the general trend of the Education and Training sector, in recent years, Hong Duc University has renovated the form of organization, management, teaching methods of subjects in general and physical education subject in particular, thereby achieving commendable results, including the transformation from annual training to credit-based training since 2008. In 2016-2017 school year, the University adhered to Directive No. 07/2015/TT-BGDĐT on training to enhance learners' capabilities for students in specialized Physical Education classes (Ministry of Education and Training, 2015, Circular No. 07/2015/TT-BGDĐT dated April 16). Implementing the transformation of the physical education program for non-major students according to Circular No. 25/TT-BGDĐT dated October 14, 2015 of the Minister of Education and Training, the University has proceeded to build a transformation program from annual training to credit-based training organization and put it into teaching (Ministry of Education and Training, 2015 Decision No. 25/TT-BGDĐT dated October 14).

The program consists of two modules: Compulsory and elective modules: The compulsory sports module provides students with basic knowledge, motor skills and based on the foundation of knowledge, skills and physical strength that have been equipped for students to absorb other sports. Elective sports equip students with knowledge, skills about the sport that students love to promote learner's capacity, from which students can improve their own sports achievements and have some favorite sports to practice daily, lifelong training to enhance physical strength for the practitioner (Dong Huong Lan, 2018). To effectively study elective sports, appropriate measures are needed. Therefore, the issue of researching measures to improve the quality of

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learning elective sports according to the credit-based training regime for non-major students at Hong Duc University is very urgent (Nguyễn Toàn & Phạm Danh Tôn, 2006).

METHODOLOGY

The research process used the following methods: Method of analysis and synthesis of documents; Talkshow interview method; Pedagogical observation method; Experimental pedagogical method and statistical mathematical method. (Nguyễn Toàn & Phạm Danh Tôn, 2000).

RESULT AND DISCUSSION

1. Current situation of factors affecting the quality of elective sports subjects under credit-based training regime of students of Hong Duc University

1.1. Current situation of physical education program of students of Hong Duc University.

Pursuant to Circular No. 25/TT-BGDĐT dated October 14, 2015 of the Minister of Education and Training, based on the actual conditions of the school, the Physical education program is arranged in 2 modules corresponding to the following semesters: (Ministry of Education and Training, 2015 Decision No. 25/TT-BGDĐT dated October 14).

Module 1 is a compulsory module with 2 contents: (1). Theory and methods of school physical education, school hygiene, (2). Practical study of physical education and athletics with 42 lessons corresponding to 02 credits

Module 2 is an elective module. Students choose 1 of the following 5 sports: (Volleyball; Vovinam Martial Arts; Basketball; Football; Aerobics) with 42 periods corresponding to 02 credits. With the content of the education program of students of Hong Duc University as above, it basically meets the requirements of promoting learners' capacity. (Ministry of Education and Training, 2008, Decision No. 72/2008/QĐ-BGDĐT dated December 23) (Ministry of Education and Training, 2015 Decision No. 25/TT-BGDĐT dated October 14).

1.2. Current situation of lecturers of the Faculty of Physical Education of Hong Duc University

The role of a lecturer is very important. The result of this investigation showed that: Total number of active lecturers of the Faculty of Physical Education is 19 people: 05 women and 14 men, involved in 03 subjects (Athletics, Ball, Theory and Methods of Physical Education) (Dong Huong Lan, 2018).

Regarding the professional qualifications of lecturers: 100% of lecturers graduated from University of Physical Education and Sports, of which 06 staff members have doctoral degree (31.6%), 09 staff members have master's degree (accounting for 47.4%); Regarding training expertise: Football 01 lecturer (accounting for 5.26%), basketball 02 (accounting for 10.53%), Volleyball 02 (accounting for 10.53%), Vovinam 03 (accounting for 15.79%), Aerobics 03 (accounting for 15.79%), the remaining disciplines 8 people (accounting for 42.11%). With the teaching staff of the current faculty has well met the physical education tasks in the school (Dong Huong Lan, 2018).

1.3. Current situation of facilities for physical education and teaching elective sports at Hong Duc University

Facilities and equipment for teaching and practicing elective sports during Physical education classes play a very important role. The result of the survey on the current situation of facilities showed that: The number of training grounds for teaching elective subjects in some subjects is still limited, not ensuring to meet the training requirements of students during regular lessons, which leads to low level of physical activity during class hours..., which affects the absorption of movement techniques and the training of physical qualities of students (Dong Huong Lan, 2018).

1.4. Current situation of elective sports class hours and the activity density of students in elective sports practice lessons.

- Regarding Students' Elective Sports Lessons

The study conducted interviews with 250 students of intake 19 about the teaching of elective sports subjects and their comments on class hours. The result showed that: regarding the teaching of lecturers, 84 students responded as good (accounting for 33.69%); 107 responded as good (accounting for 42.92%); 52 responded as average (accounting for 20.59%); 07 responded as below average (accounting for 2.80%). (Dong Huong Lan, 2018).

When asked about whether the main class hours of elective sports subjects are exciting and interesting for practice or not? There were 104 opinions that class hours were exciting and interesting for students (accounting for 41.67%); 112 opinions said that normal school hours (accounting for 44.76%); However, there is still a high proportion of opinions that the class time is not exciting, does not cause interest in training (accounting for 13.57%) (Dong Huong Lan, 2018).

- Regarding Motivation for Participating in Extracurricular Training in Elective Sports

The project identified the motivation to participate in extracurricular training in elective sports for 250 students and explored factors affecting students' extracurricular training.

The result showed that: Students' motivation to participate in extracurricular training in elective sports was mainly interest (accounting for 30.40%); health enhancement (accounting for 24.80%); improvement of motor capacity (accounting for 16.79%). In addition, there are also few opinions that the purpose of participating in extracurricular training is due to learning needs (accounting for 10.80%), exercise habits (accounting for 4.40%), disease prevention (accounting for 6.40%), because other motivations account for (1.60%) (Dong Huong Lan, 2018).

Thus, it can be seen that students are basically aware of the role and effect of extracurricular training in general and the effect of sports in particular on health enhancement and learning service, in which most students are very interested in extracurricular training of elective sports.

Most opinions said that the main factor affecting extracurricular training is the absence of instructors (accounting for 60.40%); (Nguyen Duc Van, 2001).

- Current Situation of Frequency, Time and Demand to Participate in Extracurricular Training in Elective Sports

+ Regarding the frequency and time of participation in extracurricular training in elective sports of students, the topic surveyed 250 students. Most students when asked believe that the number of extracurricular practice sessions with a frequency of 1 session/1 week (accounting for 68.40%), 2 - 3 sessions/1 week (accounting for 24.80%), the remaining few students participate in training 4 sessions/1 week (4.8%) and over 4 sessions/1 week (2.00%).

From the above meta-analysis results, it can be seen that students are basically aware of the effects of extracurricular training in sports in general and elective sports in particular on physical training, health as well as interest in extracurricular training.

+ The need to participate in extracurricular training of students is expressed with 10 subjects. Most of them practice extracurricular elective sports to study in the regular class hours: Football accounts for 46.67%, basketball accounts for 41.67%, volleyball accounts for 44.29%, vovinam accounts for 46.67%. However, there are still a considerable number of students who like to study extracurricular other sports subjects, specifically: Badminton accounts for 13.6%, swimming accounts for 8.8%, aerobic accounts for 7.6%. Thus, most students make the right choice when registering for the subjects. (Ministry of Education and Training, 2011, Circular No. 18/2011/TT-BVHTTDL dated December 2).

+ Regarding the form of participating in training: Most students participate in extracurricular training in sports in the form of self-training due to the absence of instructors (accounting for 26.00%) or self-training in groups (accounting for 65.20); with the number of 4.00% of students participating in extracurricular training in the form of sports teams of the faculty.

+ The need to participate in training in the form of clubs with instructors is highly appreciated by the number of students, the number of questionnaires wishing to participate accounts for up to 85.20%. Thus, the organization and management of extracurricular training movements in sports in order to attract the number of students to participate in regular training is very necessary. (Ministry of Education and Training, 2011, Circular No. 18/2011/TT-BVHTTDL dated December 2).

1.5. Current situation of learning outcome in elective sports and general sports of students of Hong Duc University.

The topic surveyed 510 Intake 19 non-major students (228 men and 282 women) of Hong Duc University. The result of the survey process is as follows:

- **The learning outcome of elective sports of students of Hong Duc University is shown in table 1 and chart 1** (Nguyen Duc Van, 2001).

Table 1. Current situation of learning outcome in elective sports of non-major students of Hong Duc University

Rating	Football (n=125)		Basketball (n=128)		Volleyball (n=129)		Vovinam (n = 128)		Total (n = 510)	
	n	%	n	%	n	%	n	%	n	%
Excellent, Good (A, B+)	5	4.00	6	4.72	8	6.20	9	7.03	28	5.49
Fairly good (B, C+)	18	14.40	19	14.96	21	16.28	20	15.63	78	15.29
Average (C)	86	68.80	85	66.93	82	63.57	82	64.06	335	65.69
Poor (D, D+)	13	10.40	15	11.72	14	10.85	14	10.94	56	10.98
Very poor (F)	3	2.40	3	2.34	4	3.10	3	2.34	13	2.55

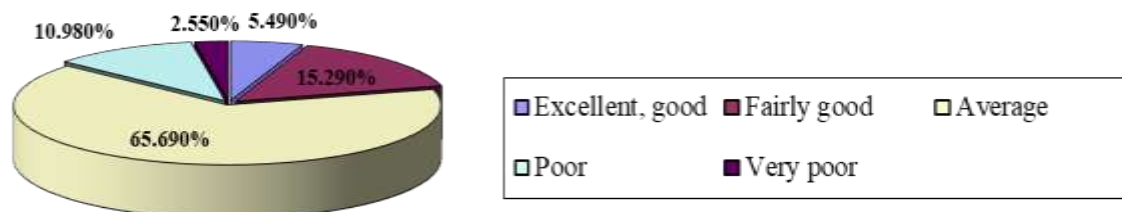


Chart 1. Current situation of learning outcome of elective modules of non-majors students at Hong Duc University.

From the result obtained in Table 1 and Chart 1, it shows: The percentage of students with a high GPA, 335/510 students, (accounting for 65.69%), followed by the good rating with 78/510 students (accounting for 15.29%), the percentage of students achieving excellent and good ratings is very low, with 28/510 students, accounting for 5.49%. Meanwhile, the proportion of students achieving poor and very poor ratings accounted for a high rate of 69/510 students (accounting for 13.53%): poor rating 10.98%, very poor rating 2.55%. The basic reason for students' poor learning outcomes is that students do not practice much, are afraid of practicing extracurricular activities due to the absence of instructors. (Dong Huong Lan, 2018); (Nguyen Duc Van, 2001).

- General physical condition of students of Hong Duc University:

The topic conducted a survey on students' physical fitness level through physical training standards prescribed by the Ministry of Education and Training and issued under Decision No. 53/QĐ-BGDĐT dated September 18, 2008. Subject of the survey includes: 510 students (228 men and 282 women) of intake 19 of Hong Duc University (Ministry of Education and Training, 008, Decision No. 53/2008/QĐ-BGDĐT dated September 18).

The Result Presented in Table 2 Shows That

- The number of students meeting the standard of strength is low in lower body strength, but fairly good in upper body strength. Upper body strength (dominant hand grip strength): achieved a rate of 73.68% for males and 71.28% for females; Lower body strength (standing long jump): achieved a rate of 50.88% for males and 46.81% for females.
- The number of students meeting the standard of abdominal strength (sit-up in 30s) achieved a relatively low rate (51.75% for males, 48.23% for females).
- The number of students meeting the standard of speed (30m high start sprint) achieved an average and fairly good rate: 66.67% for males and 56.38% for females.
- Regarding agility (4x10m shuttle run), it shows: all students achieved a weak rate (47.37% for males and 44.68% for females).
- The number of students achieving the lowest endurance target compared to the remaining qualities (endurance run in 5 minutes): achieved a rate of 39.47% for males; 37.59% for females.

Basically, when compared with the physical training standards of the Ministry of Education and Training of the same age, the physical fitness of students of Hong Duc University is still at a low level, the average percentage of students meeting the average physical training standards in the contents with the rate of 52.68% is satisfactory (Nguyen Duc Van, 2001).

Therefore, the study of a number of measures to improve the quality of teaching elective sports in students' formal physical education class hours will be an objective basis for enhancing the quality and effectiveness of physical education activities, contributing to comprehensive physical development for students.

Table 2. Current situation of physical fitness of non-major students of Hong Duc University (n_{male} = 228; n_{female} = 282).

No.	Test content	Gender	Physical training standard at a satisfactory level (age 19)	Test results				Sum (n=510)				
				Test result ($\bar{x} \pm \delta$)	Satisfactory number of people	Percentage %	Unsatisfactory number of people	Percentage %	Satisfactory number of people	Percentage %	Unsatisfactory number of people	Percentage %
1.	Dominant hand grip strength (kg).	Male	≥ 41.40	41.85 \pm 3.65	168	73.68	60	26.32	369	72.35	141	27.65
		Female	≥ 26.70	27.55 \pm 2.48	201	71.28	81	28.72				
2.	Sit-up (times/30s).	Male	≥ 17.00	17.2 \pm 1.25	118	51.75	110	48.25	254	49.80	256	50.20
		Female	≥ 16.00	15.83 \pm 1.24	136	48.23	146	51.77				
3.	Standing long jump (cm).	Male	≥ 207.00	207.35 \pm 18.39	116	50.88	112	49.12	248	48.63	262	51.37
		Female	≥ 153.00	151.32 \pm 14.11	132	46.81	150	53.19				
4.	30m high start sprint (s).	Male	≤ 5.70	5.66 \pm 0.51	152	66.67	76	33.33	311	60.98	199	39.02

		Female	≤6.70	6.65□0.62	159	56.38	123	43.62				
5.	Shuttle run 4 □ 10m(s).	Male	≤12.40	12.55□1.06	108	47.37	120	52.63	234	45.88	276	54.12
		Female	≤13.00	13.42□1.15	126	44.68	156	55.32				
6.	Endurance run in 5 minutes (m).	Male	≥950.00	927.17□69.34	90	39.47	138	60.53	196	38.43	314	61.57
		Female	≥870.00	850.04□62.85	106	37.59	176	62.41				
	\bar{X}									52.68		47.32

2. Selection of measures to improve the learning quality of elective sports of non-major students of Hong Duc University.

Based on the principles and grounds for selecting measures, through reference to professional documents and the result of the survey to assess the current situation of physical education of Hong Duc University, based on the specific conditions of the University, the topic has identified 6 measures to improve the learning quality of elective sports of non-major students of Hong Duc University (Dong Huong Lan, 2018).

In order to select appropriate measures, the topic conducted questionnaire-based survey on 40 people (including 16 physical education experts accounting for 40%, 18 physical education managers accounting for 45% and 6 physical education lecturers accounting for 15%). The interviewee responded by scoring according to the "Likert scale (5 levels):

Strongly disagree: Between 1.00-1.80 points

Disagree: From 1.81-2.60 points

Normal: From 2.61-3.40 points

Agree: From 3.41-4.20 points

Strong agree: From 4.21-5.00 points

The topic only selects measures that experts evaluate the priority as agree or higher according to the average score from 3.41-5.00 points (Dong Huong Lan, 2018); (Nguyen Duc Van, 2001).

Interview results are presented in table 3.

Table 3. Interview result for selecting use measures to improve the learning quality of elective sports of non-major students of Hong Duc University (n=40)

Measure	Content	(n = 40)					Total score	TSTB
		5	4	3	2	1		
Measure 1	Educate to raise awareness of the position and role of physical education in general and elective sports in particular	5	30	5	0	0	160	4.00
Measure 2	Diversify teaching methods and means in order to develop initiative and creativity of students in elective sports class hours	15	25	0	0	0	175	4.37
Measure 3	Enhance professional activities and professional self-training for lecturers teaching elective sports.	13	27	0	0	0	173	4.32
Measure 4	Renovate the organization of teaching elective sports in the direction of classifying health and physical fitness of students.	8	30	2	0	0	166	4.15
Measure 5	Equip and supplement professional facilities and means for teaching elective sports.	11	29	0	0	0	171	4.27
Measure 6	Strengthen the organization of guiding students practice the extracurricular activities outside of class hours in the form of sports clubs as well as organizing competitive activities for elective sports	13	27	0	0	0	173	4.32

Table 3 shows that all 6/6 measures proposed by the topic for the interview were agreed upon by the experts at the Agree and Strongly Agree levels (scores from 4.0 - 4.37).

With these results, the topic has selected 06 measures to improve the quality of learning elective sports of non-major students at Hong Duc University. To ensure the objectivity and reliability of the questionnaire, the topic conducted the determination of the internal correlation of the questionnaire using Cronbach's Alpha coefficient (Dong Huong Lan, 2018); (Nguyen Duc Van, 2001).

The results are presented in table 4.

Table 4. Verification of the reliability of measures to improve the learning quality of elective sports of non-specialist students at Hong Duc University

Cronback's Alpha		Number of items (n)		
.882		7		
Statistical result				
Observation variable	Average scale if excluding variable	Scale variance if excluding variable	Overall correlation	Cronbach's Alpha if excluding variable
Measure 1	73.3548	40.703	.857	.866
Measure 2	73.7097	45.946	.557	.859
Measure 3	73.5161	39.791	.814	.865
Measure 4	73.6452	43.170	.391	.881
Measure 5	73.5161	39.791	.814	.865
Measure 6	73.5806	40.052	.515	.855

Table 4 shows: The results of verifying the reliability of the solutions using Cronbach's Alpha coefficient show that: The 06 measures that the topic selects are completely reliable to use, as shown in the total Cronbach's Alpha coefficient = 0.880 > 0.60 as prescribed and the correlation coefficient of the component variables with the total variable ranges from 0.403 to 0.749 > 0.30 and less than total Cronbach's Alpha coefficient. (Dong Huong Lan, 2018); (Nguyen Duc Van, 2001).

Thus, 06 completely reliable measures are selected and used by the topic to improve the learning quality of elective sports subjects of non-major students of Hong Duc University. Such measures include:

Measure 1: Educate to raise awareness of the position and role of physical education in general and elective sports in particular.

Measure 2: Diversify teaching methods and means in order to develop initiative and creativity of students in elective sports class hours.

Measure 3: Enhance professional activities and professional self-training for lecturers teaching elective sports.

Measure 4: Renovate the organization of teaching elective sports in the direction of classifying health and physical fitness of students.

Measure 5: Equip and supplement professional facilities and means for teaching elective sports.

Measure 6: Strengthen the organization of guiding students practice the extracurricular activities outside of class hours in the form of sports clubs as well as organizing competitive activities for elective sports.

CONCLUSION

Through the assessment of the learning status of elective sports of non-major students of Hong Duc University, it is shown that: Lecturers teaching the subject ensure the quantity and professional qualifications, the content of the subject's curriculum meets the requirements of promoting capacity of learners. Students have realized the role and effects of extracurricular physical education and sports practice in general and the effects of sports in particular on enhancing health and serving learning, in which most students are very interested in practicing extracurricular elective sports subjects (Dong Huong Lan, 2018).

In addition, there are some limitations such as: Facilities for the subject are still limited, not yet meeting the practice requirements of students during regular class hours. Students participate in extracurricular training in sports in the form of self-training due to the absence of instructors; The need to participate in training in the form of instructor-led clubs is highly appreciated by the number of students, the number of questionnaires wishing to participate accounts for up to 85.20%. Learning outcome of students in elective sports subject is basically at an average level. The physical fitness level of students through the standards of physical training is at a low level, the percentage of students meeting the average physical training standards in the contents with the rate of 52.68% is satisfactory. (Nguyen Duc Van, 2001).

Based on the evaluation of current situation of factors affecting the quality of elective sports subjects according to the credit-based training regime of students at Hong Duc University, the topic has selected 6 measures to improve the learning outcome of elective sports subjects of non-major students at Hong Duc University.

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