

REASONS LIMITING SELF-DISCIPLINE AND POSITIVITY OF STUDENTS AT THAI NGUYEN HIGH SCHOOL DURING PHYSICAL EDUCATION CLASS

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Abstract:

The research process has identified the basic reasons which limit student's self-discipline and positivity during Physical Education (PE) class in order to conduct a scientific basis for propose measures to improve self-discipline and positivity in the PE lesson for students.

Keywords: Self-discipline, positivity, student, physical education, Thai Nguyen.

INTRODUCTION

Physical Education (PE) is an important part of the national education system. PE subject has a special position and role in protecting, improving student's health and fitness; and in preparing for future workers in order to meeting the requirements of industrialization and modernization.

Self-discipline and positivity play a great role in school PE work. It forms a deep awareness in student about the subject's benefit, creates an interest, and helps students identify the right motivation. As a result, there will be a demand for PE activities, helping learners have the habit of exerting effort to complete the education tasks, thus, creating learners the habit of being proactive, eager to solve academic tasks, voluntarily participating in extracurricular PE activities and other school activities.

Through a preliminary survey of the PE classes of high school students at Thai Nguyen High School shows that many students are still not actively involved in practicing. This has a significant impact on the quality and effectiveness of the PE work in the school. Therefore, the identification of the basic causes limiting self-discipline and positivity of Thai Nguyen High School students in the PE class is an urgent issue.

RESEARCH METHODS

The research uses the following methods: document analysis and synthesis, interview method, statistical mathematical method.

RESULTS AND DISCUSSION

On the basis of 17 reasons that limit students' self-discipline and positivity, which are synthesized from different sources, the research interviewed 260 students and 25 teachers at Thai Nguyen High School to figure out the reasons which limit students' self-discipline and positivity during PE class. The interview was executed in May 2019. According to the convention, the causes that have the agreement and total-agreement with the proportion of 70% or more (meaning the rate of disagreement is greater than 30%) will be determined as the causes which affect the students' positivity and self-discipline.

Interview results are presented in Tables 1 and 2.

The results in table 1 show that there are only two causes "weak health" and "school administrators do not pay attention to the PE activities of students" which has disagree opinion (66.15% and 65.38%). The rest of 15/17 reasons have agree and totally-agree opinion (over 70%).

The results in Table 2 also show that there is a similarity with Table 1. There are 15/17 reasons having agree and totally-agree opinion with the proportion of 70% or more. The two reasons "The poor health" and "The school administrators don not pay enough attention to the PE activities of students", accounting for 56% to 60%.

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Table 1. Student interview result about the causes affecting students' positivity and self-discipline at Thai Nguyen High School (n = 260)

TT	Interview content	Totally agree		Agree		Disagree	
		m _i	%	m _i	%	m _i	%
1	Students do not recognize the subject's role and benefit	103	39.62	137	52.69	20	7.69
2	Student do not interest in the subject during class	101	38.85	133	51.15	26	10
3	Students do not put real effort in learning, learning just to get required mark to pass	99	38.08	104	40	57	21.92
4	Students have too much no-reason absence	76	29.23	124	47.69	60	23.08
5	Students have weak health	10	3.85	78	30	172	66.15
6	The student's training self-discipline is not good	80	30.77	131	50.38	49	18.85
7	Students rarely participate in PE activities at school	89	34.23	101	38.85	70	26.92
8	Teaching method is not reasonable	47	18.08	161	61.92	52	20
9	Teacher's requirement to students is not adequate	83	31.92	134	51.54	43	16.54
10	Teacher's class management is weak	70	26.92	145	55.77	45	17.31
11	The teaching method is poor and boring	81	31.15	135	51.92	44	16.92
12	Teachers lacks of enthusiasm	101	38.85	113	43.46	46	17.69
13	The teaching content is not suitable to student's preference	47	18.08	161	61.92	52	20
14	The facility for PE is not adequate, lacks of essential equipment	103	39.62	102	39.23	55	21.15
15	The PE learning result is not counted to the general learning result (students just need to pass)	129	49.62	77	29.62	54	20.77
16	Students consider PE as a supplementary subject	64	24.62	140	53.85	56	21.54
17	The school administrators do not pay enough attention to PE	28	10.77	62	23.85	170	65.38

Thus, basing on the teacher and student interview result, the research identifies the causes that affect the students' self-discipline and positivity at Thai Nguyen High School during PE class. The causes are divided into 3 groups:

The student-problem cause group, including:

- Students do not recognize the subject's role and benefit;
- Student do not interest in the subject during class;
- Students do not put real effort in learning, learning just to get required mark to pass
- Students have too much no-reason absence.

Table 2. Teacher interview results on the causes affecting student's self-discipline and positivity at Thai Nguyen High School (n = 25)

TT	Interview content	Totally agree		Agree		Disagree	
		m _i	%	m _i	%	m _i	%
1	Students do not recognize the subject's role and benefit	17	68.00	5	20.00	3	12.00
2	Student do not interest in the subject during class	18	72.00	7	28.00	0	0
3	Students do not put real effort in learning, learning just to get required mark to pass	16	64.00	9	36.00	0	0
4	Students have too much no-reason absence	15	60.00	7	28.00	3	12.00
5	Students have weak health	4	16.00	7	28.00	14	56.00
6	The student's training self-discipline is not good	13	52.00	9	36.00	3	12.00
7	Students rarely participate in PE activities at school	15	60.00	6	24.00	4	16.00
8	Teaching method is not reasonable	15	60.00	5	20.00	5	20.00
9	Teacher's requirement to students is not adequate	15	60.00	7	28.00	3	12.00
10	Teacher's class management is weak	12	48.00	8	32.00	5	20.00
11	The teaching method is poor and boring	13	52.00	5	20.00	7	28.00
12	Teachers lacks of enthusiasm	14	56.00	4	16.00	7	28.00
13	The teaching content is not suitable to student's preference	15	60.00	6	24.00	4	16.00
14	The facility for PE is not adequate, lacks of essential equipment	16	64.00	9	36.00	0	0
15	The PE learning result is not counted to the general learning result (students just need to pass)	15	60.00	7	28.00	3	12.00
16	Students consider PE as a supplementary subject	11	44.00	9	36.00	5	20.00
17	The school administrators do not pay enough attention to PE	5	20.00	5	20.00	15	60.00

- The student's training self-discipline is not good.

This group of causes originates firstly from the students' inadequate awareness of the subject, then it influences the psychology that makes them not interested in class and makes them lazy, do not want to study. Besides, some students are weak due to poor health, so the PE becomes a burden ...

The teacher-problem cause group, including:

- Teacher's class management is weak;
- Teaching method is not reasonable;

- Teacher's requirement to students is not adequate;

- The teaching method is poor and boring;
- Teachers lacks of enthusiasm;

This group of causes has a significant impact on the problem of creating student's interest as well as positivity and self-discipline in PE. This is due to school administrators' unsuitable management and teacher's lack of teaching experience. The position of the PE subject also directly affects the psychology of teachers so that they lessen the enthusiasm and passion for the career.



illustration (photo by: upes1)

The administrator-problem cause group, including:

- Students rarely participate in PE activities at school;
- The teaching content is not suitable to student's preference;
- The facility for PE is not adequate, lacks of essential equipment;
- The PE learning result is not counted to the general learning result;
- The PE subject is not considered as important as other subjects.

This is a group of causes which greatly affect a student's positivity and self-discipline in physical education. At the same time, this group has direct impact on the first two groups.

CONCLUSION

The research has identified 15 basic causes which affect student's self-discipline and positivity at Thai Nguyen High School. The causes are: student-problem group, teacher-problem group and administrator-problem group. These are important scientific foundations to propose measures to improve student's self-discipline and positivity during PE class.

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