

Evaluating the Effectiveness of the Application of Measures to Improve Students' Positiveness During Vovinam Classes at FPT University, HCMC, Vietnam

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Abstract

This study aims to evaluate the effectiveness of applying measures to improve students' positivity during Vovinam lessons at FPT University Ho Chi Minh City (FPT University). Thereby, it serves as a basis for monitoring, adjusting, and changing the content of Vovinam subjects to suit the students being trained in the school. We conducted indirect interviews with research subjects using a questionnaire on a Likert scale (5 levels) to identify difficulties and obstacles while teaching and learning Vovinam. After interviews, 10 possible solutions were selected to put into practice. At the same time, conduct a reality check to understand the change in students' positivity after applying measures to enhance positivity during Vovinam lessons. After the experimental period, it was shown that the positivity (including intellectual positivity; cognitive positivity; learning positivity) of students in the experimental group (experimental group) and the control group (control group) both increased. However, the growth of the experimental group was clearly and statistically significantly higher (with $P < 0.05$) than that of the control group's.

Keywords: Measures, effective, students, positive, Vovinam.

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1. INTRODUCTION

Active learning is an extremely valuable quality of learners in modern society [1, 13]. Reality has proven: teaching is only successful if and only when students can transform the educator's "learning requirements" into their own "learning needs". At the same time, they need to transform the "training process" into "self-training process" [3]. At this time, learning becomes true happiness for students and humanity in education is expressed more clearly than ever [2, 14]. Active learning arouses interest. Once students have interest, it will create positivity to help students perceive the learning process in general and learning Vovinam in particular [4]. The content of this subject is mostly practice and abstract theory. If the teaching process is not positive, it is difficult to promote proactive, creative learning to help students gain knowledge [5]. Therefore, positivity in learning plays a special role in improving the effectiveness of the teaching process [7, 8].

Although physical education has long become an official and mandatory subject in programs at all

levels and majors, it is still overlooked [1]. The subject program is not really reasonable, suitable and does not meet the requirements of school youth. Besides, the facilities, tools and grounds are poor and lacking, narrow and located right next to the classrooms, which significantly affects the quality of physical education classes [15]. In addition, the teaching staff in some places is still lacking in quantity and weak in quality. Meanwhile, a large number of students have a low awareness of physical training and are not really proactive in their physical education classes [2].

FPT University is also in the same situation. The work of financial education is sometimes still formal. Investment in physical equipment and facilities has not created favorable conditions for improving the quality of teaching, reflected in the lack of equipment, training tools, practice rooms, and grounds. The process of managing, directing, and organizing training forms is not reasonable. Teaching methods are monotonous, lacking vitality and do not attract students' interest in learning. Many students consider physical education

class time as fun time so they do not pay attention to practice. Survey results during physical education classes show that there are still many students with very limited general physical strength, which affects their learning outcomes. Therefore, researching and finding measures to promote students' positivity in learning Vovinam is not only a central task of FPT University but also a mandatory task of each lecturer when studying Vovinam. participate in teaching.

2. RESEARCH METHODS

2.1. Research Object

Survey subjects included 200 male students (Experimental group: 100 students; Control group: 100 students). Interview subjects: 30 lecturers, managers, Vovinam experts at universities and colleges in Ho Chi Minh City, and 200 students at FPT University.

2.2. Method

Methods used in the research include: Document analysis and synthesis; Sociological investigation (interview); Pedagogical examination; Pedagogical experiments; Statistical mathematics [6].

2.3. Measuring Tool

Using a questionnaire on a Likert scale (5 levels) to identify difficulties and obstacles while teaching and learning Vovinam.

10 possible solutions were selected to put into practice. Conduct a reality check to understand the change in students' positivity after applying measures to enhance positivity during Vovinam lessons.

2.4. Process

The study was carried out from November 2022 to June 2024 at FPT University HCM, Vietnam.

3. RESULTS AND DISCUSSION

3.1. Choosing measures to increase positivity in Vovinam lessons for students at FPT University

Based on legal issues, practices and principles of physical education and sports, the thesis synthesizes documents and analyzes, consulting with experts [9], [10], [11] to gradually improve and propose solutions to improve positivity in Vovinam lessons for students at FPT University, including 13 measures.

The topic continues to conduct the Wilcoxon test to ensure there is consistency of opinion between the two interviews. From the results of 2 interviews, according to the principle of only selecting measures with $\geq 90\%$ agreement in both interviews, and at the same time there is consistency between the two interviews.

Therefore, the project has identified 10 measures to improve the positivity in Vovinam lessons for students at FPT University HCM to meet the

requirements and included in the experimental program 10 measures including the following: (1) Regularly propagating the purpose, meaning, importance and benefits of physical training and Vovinam; (2) Periodically organizing sports festivals, competitions to learn about physical education, sports activities, and internal competitions within the school; (3) Organizing exchanges with elite athletes and Vovinam teams with outstanding achievements; (4) Lecturers regularly innovating teaching methods and forms in a positive direction, creating excitement and attracting students; (5) Establishing Vovinam groups and clubs so that students can practice more and apply classroom lessons to practical activities and at the same time improve and serve competitions; (6) Investing, upgrading, and building more grounds to diversify training content and better meet the learning and training needs of students; (7) Equip students with appropriate sports training equipment and tools for Vovinam practice; (8) Creating a vibrant and enthusiastic learning atmosphere in class and promptly encourage and reward students with good achievements; (9) Increasing exercises and diverse activities such as games and competitions that are appropriate to their level, physical fitness, and lively, stimulating and encouraging students to actively practice; (10) Paying attention to their thoughts and aspirations, guide students to correct their movements and promptly support students when they have difficulty learning.

3.2. Evaluating the effectiveness of applying measures to increase positivity in Vovinam lessons for students at FPT University

Applying measures to increase positivity in Vovinam lessons for students at FPT University

Students after studying the PE1 program (Martial Arts 1) will be divided into 2 groups: experimental (100 students) and control (100 students) to learn PE2 (Martial Arts 2). The experimental period is 7 weeks, 2 days a week, 4 lessons a day, total number of lessons is 56 lessons for a PE program.

Applying 10 measures to increase positivity in Vovinam lessons for students at FPT University HCM into the Vovinam teaching program for those belong to the experimental group. Measures to increase positivity are deployed to leaders of the Faculty, Subject, lecturers and students in the experimental group. The control group will study according to old methods and will not have access to the measures that the project is experimenting with.

Comparing the effectiveness of applying measures to increase positivity during Vovinam lessons between students in the experimental group and the control group

The research results presented in Table 1 show that, in 18 questions about positivity during Vovinam class of students at FPT University, the average value

between the experimental and control groups is quite similar, with t -calculated < t -table, the difference is not statistically significant ($P > 0.05$). Therefore, basically, the positivity in Vovinam class of students at FPT

University between the experimental group and the control group is equivalent, with no significant difference.

Table 1: Comparison of the initial status of positivity during Vovinam lessons of students at FPT University between the experimental group and the control group

No.	Positive self-awareness	\bar{X}	$\pm S_x$	\bar{X}	$\pm S_x$	Comparison	
		Ctrl		Experl		t	P
Intellectually positivity							
1	Students voluntarily participate in answering lecturers' questions, supplementing their answers and enjoying speaking and debating	3.31	1.18	3.46	1.12	0.92	>0.05
2	Students remember and perform movements and exercises well	3.21	1.26	3.27	1.25	0.34	>0.05
3	Students know how to think, ask questions and demand detailed explanations of unclear issues	3.55	1.23	3.27	1.35	1.54	>0.05
4	Students know how to think and compare problems and situations related to the lesson	3.36	1.25	3.38	1.26	0.11	>0.05
5	Students proactively and flexibly apply existing knowledge and motor skills to new problems	3.36	1.27	3.58	1.13	1.30	>0.05
Positive cognition							
7	Learning Vovinam helps students perfect their motor skills	3.59	0.79	3.68	0.84	0.78	>0.05
8	Studying Vovinam helps students practice and improve their health	3.33	0.89	3.49	0.97	1.22	>0.05
9	Learning Vovinam helps students practice movement habits and practice sports regularly	3.29	1.01	3.24	1.04	0.35	>0.05
10	Learning Vovinam guides students to healthy activities, away from social evils	3.59	1.01	3.48	1.05	0.75	>0.05
11	Studying Vovinam is a means for students to communicate with the community and society	3.45	0.96	3.33	1.05	0.84	>0.05
12	Studying Vovinam contributes to comprehensive education (virtue - intelligence - body - beauty) for students	3.46	0.95	3.38	1.00	0.58	>0.05
Actively study							
13	Students are active, pay attention to lectures, and exercise during class	3.42	0.78	3.61	0.85	1.64	>0.05
14	Students enthusiastically participate in all forms of learning activities	3.23	0.84	3.4	0.95	1.34	>0.05
15	Students are determined to overcome difficulties and complete the instructed tasks	3.32	0.99	3.29	1.00	0.21	>0.05
16	Students understand the lesson, remember well and repeat the exercises and movements they have learned	3.59	1.06	3.49	1.06	0.67	>0.05
17	Students are self-aware and proactive in practicing outside of class time	3.56	0.92	3.47	0.99	0.66	>0.05
18	Students attend school fully and on time	3.13	0.82	3.35	0.93	1.78	>0.05
19	Students are serious in tests and exams	3.49	1.00	3.47	1.04	0.14	>0.05
$df = n - 2 = 198, t_{05} = 1.972$							

The results of comparing the positivity between students in the experimental group and the control group after the experiment are shown in Table 2.

Table 2: Comparison of students' positivity during Vovinam class between the experimental group and the control group after applying improvement measures

No.	Positive self-awareness	\bar{X}	$\pm S_x$	\bar{X}	$\pm S_x$	Comparison	
		Ctrl		Experl		t	P
Intellectually positivity							
1	Students voluntarily participate in answering lecturers' questions, supplementing their answers and enjoying speaking and debating	3.5	0.98	4.27	0.77	5.95	<0.05

No.	Positive self-awareness	\bar{X}	$\pm S_x$	\bar{X}	$\pm S_x$	Comparison	
		Ctrl		Exper1		t	P
2	Students remember and perform movements and exercises well	3.45	1.01	4.4	0.82	7.61	<0.05
3	Students know how to think, ask questions and demand detailed explanations of unclear issues	3.95	1.06	4.28	0.71	2.59	<0.05
4	Students know how to think and compare problems and situations related to the lesson	3.76	1.02	4.53	0.72	6.19	<0.05
5	Students proactively and flexibly apply existing knowledge and motor skills to new problems	3.69	0.93	4.41	0.74	6.06	<0.05
Cognitive positivity							
7	Learning Vovinam helps students perfect their motor skills	3.74	0.85	4.33	0.79	5.08	<0.05
8	Studying Vovinam helps students practice and improve their health	3.63	1.18	4.34	0.82	4.95	<0.05
9	Learning Vovinam helps students practice movement habits and practice sports regularly	3.69	1.12	4.24	1.02	3.64	<0.05
10	Learning Vovinam guides students to healthy activities, away from social evils	3.82	1.03	4.33	1.01	3.55	<0.05
11	Studying Vovinam is a means for students to communicate with the community and society	3.75	1.08	4.22	1.09	3.07	<0.05
12	Studying Vovinam contributes to comprehensive education (virtue - intelligence - body - beauty) for students	4	0.94	4.43	0.84	3.40	<0.05
Learning positivity							
13	Students are active, pay attention to lectures, and exercise during class	3.56	0.86	4.34	0.77	6.78	<0.05
14	Students enthusiastically participate in all forms of learning activities	3.57	0.95	4.23	0.84	5.22	<0.05
15	Students are determined to overcome difficulties and complete the instructed tasks	3.71	1.02	4.46	0.8	5.80	<0.05
16	Students understand the lesson, remember well and repeat the exercises and movements they have learned	4.23	0.97	4.61	0.78	3.05	<0.05
17	Students are self-aware and proactive in practicing outside of class time	3.81	0.93	4.31	0.88	3.90	<0.05
18	Students attend school fully and on time	3.49	1.01	3.88	0.88	2.91	<0.05
19	Students are serious in tests and exams	4.27	0.99	4.57	0.76	2.40	<0.05

$df = n - 2 = 198, t_{05} = 1.972$

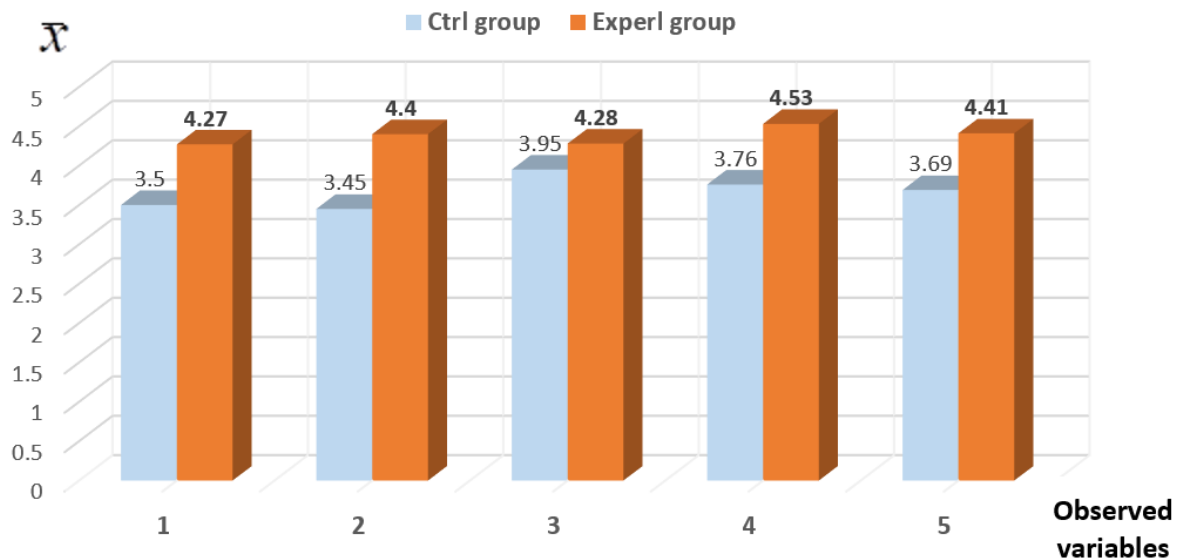


Figure 1: Comparison of the intellectual positivity factor in Vovinam lessons of students in the experimental group and the control group after applying improvement measures

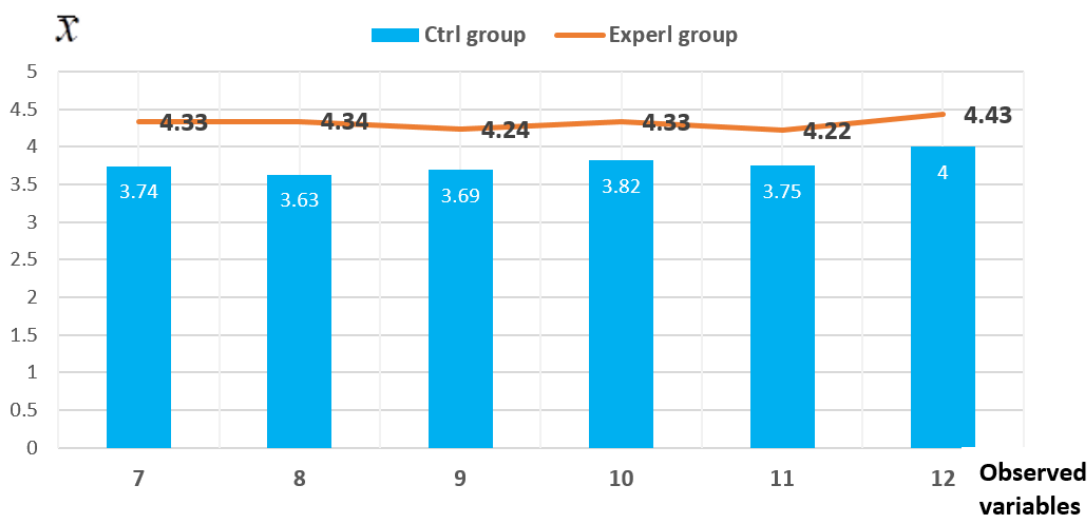


Figure 2: Comparison of cognitive positivity factors during Vovinam lessons of students in the experimental group and the control group after applying improvement measures

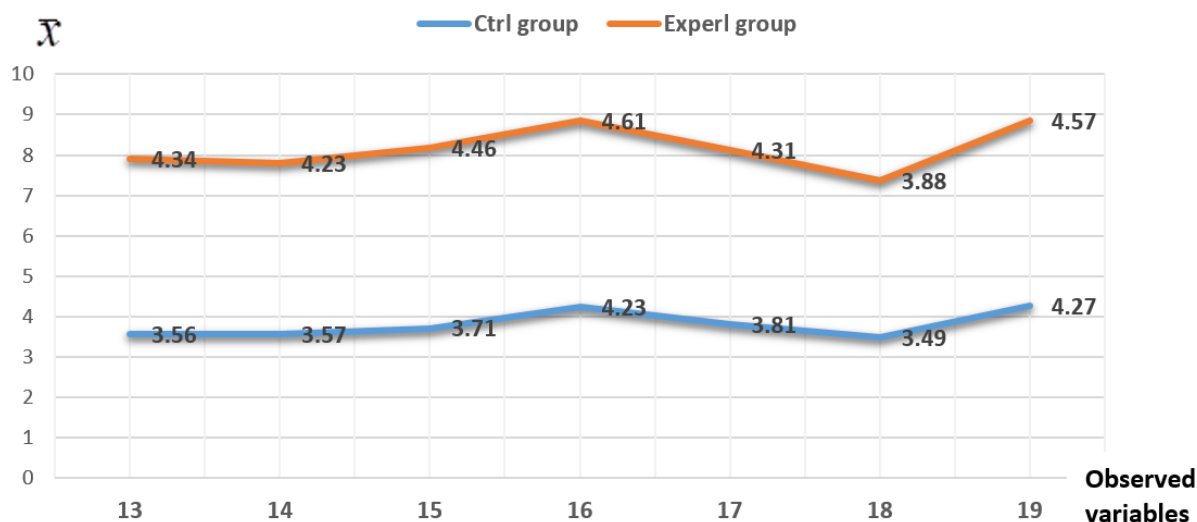


Figure 3: Comparison of the factors of study positivity during Vovinam lessons of students in the experimental group and the control group after applying improvement measures

The positivity in Vovinam class of students at FPT University after the experiment was evaluated at different levels. However, the experimental group was recorded to have a higher level of positivity than the control group in all 3 factor groups (Intellectual positivity; Cognitive positivity; Learning positivity), the difference in average values statistically significant with $P < 0.05$. From there, it shows the good effectiveness of measures to improve positivity in Vovinam lessons for students at FPT University.

4. CONCLUSION

The study has selected 10 measures to improve positivity during Vovinam lessons for students at FPT University. After applying these 10 measures into practice (in 4 months) of teaching, the results show that the positivity in Vovinam lessons of FPT University students after the experiment is evaluated at different levels. However, the experimental group always

performed significantly higher than the control group (with $P < 0.05$) in all 3 factors (Intellectual positivity; Cognitive positivity; Learning positivity). Thereby, it has confirmed the feasibility and effectiveness of the measures selected for Vovinam teaching application.

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