

**NEEDS AND ATTITUDES OF STUDENTS AT THAI NGUYEN UNIVERSITY OF  
INDUSTRY TOWARDS PHYSICAL EDUCATION AND SPORTS ACTIVITIES****Ho Ba Dung***Thai Nguyen University of Technology*

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**ABSTRACT**

Through the use of standard scientific research methods, we evaluated the current state of needs and attitudes of students at Thai Nguyen University of Technology (TNUT) towards physical training and sports activities based on the following factors: curriculum content of the Physical Education subject; needs for appreciating sports activities; level of attention and forms of following sports activities; needs for practicing sports; students' attitudes towards learning the Physical Education subject; learning results of the Physical Education subject. On that basis, the aim is to develop the Physical Education program in a direction that meets the needs and interests of students in sports training.

**Keywords:**

Current state, physical education, Thai Nguyen University of Technology (TNUT).

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**1. PROBLEM STATEMENT**

The 11<sup>th</sup> Party Congress Resolution has affirmed: "The mission of education is to raise intellectual standards, develop human resources, foster talents, shape personalities, and develop the capabilities of Vietnamese people in the context of international competition and globalization..." This is seen as a breakthrough in our country's education development strategy for 2011-2020 in the period of industrialization and modernization. Through education and training, the aim is to prepare for the younger generation the necessary physical and intellectual capabilities to meet the development requirements of the country in the new period. Under conditions where Physical Education is organized scientifically and meets the needs of students' favorite sports activities, it not only meets the requirement of improving physical fitness but also helps relieve stress after theoretical study time in the classroom. Thereby helping students complete and develop the necessary qualities and capabilities, meeting the requirements of society, perfecting the personality of future cadres, stimulating students' great potential in both physical and mental aspects.

However, in reality, due to many reasons, Physical Education at universities in our country in general and at the University of Technology in particular still has many inadequacies: the quality has not met the requirements, the time allocated for Physical Education is limited, extracurricular sports activities are still poor, the content of the Physical Education program is slow to innovate, and students' favorite sports have not received proper attention. As a result, Physical Education and extracurricular sports activities have not attracted students and have not become meaningful physical education activities for students.

To have a basis for determining and developing the Physical Education program in a direction that meets the needs and interests of students in sports training, we conducted research on: The current state of needs and attitudes of students at the University of Technology towards physical training and sports activities.

**2. RESEARCH METHODS**

The research process used the following methods: document analysis and synthesis method; interview method; mathematical statistics method.

**3. RESEARCH RESULTS AND DISCUSSION****3.1. Current situation of the Physical Education curriculum content**

To fulfill the assigned tasks, the Physical Education Department - University of Technology has developed the Physical Education curriculum based on the Regulations on the Physical Education curriculum of the Ministry of Education and Training. The regular Physical Education program for students includes 90 periods, divided into 3 credit units, corresponding to 3 semesters, with 30 periods each semester.

**Table 1. Distribution of the Physical Education curriculum content**  
(For students of the Thai Nguyen University of Technology)

Course Unit (Semester)	Content	Number of Periods	Form
I (Semester I - Year 1)	- Theory - Practice (Short Distance Running)	4 periods 26 periods	Compulsory
II (Semester II - Year 1)	- Theory - Practice	4 periods 26 periods	Choose one of the following: Football, Volleyball, Basketball, Badminton
III (Semester I - Year 2)	- Theory - Practice	4 periods 26 periods	Choose one of the following: Football, Volleyball, Basketball, Badminton
<b>Total</b>		90 periods	

Through the Physical Education curriculum at the University of Technology, it can be seen that the limitation of the program is that there are only 4 elective sports (Table 1), mostly traditional sports lacking the modern sports favored by today's youth. Therefore, boldly developing and building the curriculum with other modern sports is also an urgent need.

### 3.2. Needs and attitudes of students at the Thai Nguyen University of Technology towards physical training and sports activities

#### 3.2.1. Students' need to appreciate sports

The survey results on the level of attention to following sports activities presented in Table 2 show that: Male students have a higher level of interest than female students. First-year male students have a very frequent and frequent following rate of 77.7%, second-year students account for 81.9%. However, third-year male students only have an interest rate of 60.39%, possibly because this is the year they focus on majors, so students need to concentrate on studying and research, resulting in less attention to following sports activities.

Regarding the forms of following sports activities, both male and female students have the highest average percentage of watching via the internet and television (first-year students 23.14% and 28.7% for males, 22.3% and 27.69% for females; second-year students 26.59% and 23.4% for males, 34.54% and 17.27% for females; third-year students 39.6% and 19.8% for males and 30.39% and 21.56% for females), followed by reading newspapers from 15.84% to 19.6%, following via radio from an average of 3.19% to 8.33%, the rest are other forms, as illustrated in Chart 1 and Chart 2.

**Table 2. Level and form of students' interest in sports activities at Thai Nguyen University of Technology**  
(n = 645)

1. LEVEL OF INTEREST												
FREQUENCY	First year (n = 238)				Second year (n = 204)				Third year (n = 203)			
	Male (n=108)		Female (n=130)		Male (n=94)		Female (n=110)		Male (n=101)		Female (n=102)	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Very frequent	50	46,29	23	17,69	46	48,93	27	24,54	32	31,68	23	22,54
Frequent	34	31,48	29	22,30	31	32,97	40	36,36	29	28,71	27	26,47
Rarely follow	14	12,96	58	44,61	10	10,63	26	23,63	32	31,68	34	33,33

Do not follow	10	9,27	20	15,4	7	7,47	17	15,47	8	7,93	18	17,66
<b>2. MOST INTERESTING FORM</b>												
CHANNEL	(n = 238)				(n = 204)				(n = 203)			
	Male n= 108		Female n = 130		Male n =94		Female n = 110		Male n = 101		Female n = 102	
	Number	%	SL	%	Number	%	Number	%	Number	%	Number	%
Watch live	16	14,81	18	13,84	12	12,76	15	13,63	16	15,84	13	12,74
Follow newspapers	19	17,59	21	16,15	18	19,14	20	18,18	16	15,84	20	19,6
Via television	25	23,14	29	22,3	25	26,59	38	34,54	40	39,6	31	30,39
Via the Internet	31	28,7	36	27,69	22	23,4	19	17,27	20	19,8	22	21,56
Via radio	9	8,33	5	3,84	3	3,19	4	3,63	4	3,96	5	4,9
Through forums	2	1,85	5	3,84	3	3,19	2	1,81	3	2,97	6	5,88
Word of mouth	6	5,55	16	12,34	11	11,73	12	10,94	2	1,99	5	4,93

### 3.2.2. Need for sports training of students at the University of Technology

The survey results on the level of need for sports training among students are presented in Table 3.

**Table 3. Level of need for sports training of students at the University of Technology (n = 645)**

Level of	First year (n = 238)				Second year (n = 204)				Third year (n =203)			
	Male 108	%	Female 130	%	Male 94	%	Female 110	%	Male 101	%	Female 102	%
Really like	43	39,81	43	33,07	39	41,48	30	27,27	38	37,62	33	32,35
Like	36	33,33	46	35,38	35	37,23	36	37,72	39	38,61	41	40,19
Neutral	18	16,66	27	20,76	16	17,02	34	30,9	18	17,82	26	25,49
Dislike	11	10,2	14	10,79	4	4,27	10	4,11	6	5,95	2	1,97

Table 3 shows that students have a fairly high need for sports training, with the total level of liking and very liking ranging from 68.45% to 78.71% for both males and females in each academic year. Thus, in parallel with following sports activities, participating in sports training is also a fairly large need for students.

We selected 16 sports from the orientation of extensively developing mass sports in Thai Nguyen to survey students, requiring each student to choose 1 sport they most enjoy practicing. The survey results are presented in Table 4.

Table 4. Demand for choosing sports by students at the University of Technology (n = 645)

No.	Sports	First year (n=238)				Second year (n=204)				Third year (n=203)			
		Male (108)		Female (130)		Male (94)		Female (110)		Male (101)		Female (102)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Aerobic	2	1,85	17	13,08	4	4,26	24	21,82	4	3,96	16	15,69
2.	Cheerleading	1	0,93	10	7,69	4	4,26	5	4,55	5	4,95	5	4,90
3.	Athletics	4	3,70	10	7,69	6	6,38	7	6,36	6	5,94	5	4,90
4.	Table tennis	10	9,26	19	14,62	5	5,32	18	16,36	6	5,94	15	14,71
5.	Tennis	2	1,85	3	2,31	3	3,19	6	5,45	6	5,94	4	3,92
6.	Chess	0	0,00	1	0,77	3	3,19	2	1,82	4	3,96	1	0,98
7.	Swimming	14	12,96	15	11,54	9	9,57	6	5,45	14	13,86	5	4,90
8.	Football	19	17,59	10	7,69	16	17,02	3	2,73	12	11,88	8	7,84
9.	Volleyball	13	12,04	15	11,54	9	9,57	11	10,00	5	4,95	9	8,82
10.	Basketball	10	9,26	4	3,08	4	4,25	3	2,73	7	6,93	7	6,86
11.	Badminton	3	2,78	3	2,31	6	6,38	4	3,64	6	5,94	5	4,90
12.	Vovinam martial arts	2	1,85	3	2,31	4	4,26	2	1,82	4	3,96	4	3,92
13.	Traditional martial arts	2	1,85	4	3,08	3	3,19	3	2,73	3	2,97	2	1,96
14.	Dancing	2	1,85	3	2,31	4	4,26	5	4,55	4	3,96	5	4,90
15.	Gymnastics	9	8,33	5	3,85	3	3,19	5	4,55	5	4,95	4	3,92
16.	7-a-side football	14	12,96	8	6,15	11	11,75	6	5,45	10	9,9	7	6,86

Table 4 shows that the trend of choosing sports to practice differs between male and female students. Female students tend to prefer practicing light sports or those with less direct opposition, such as Aerobics, Badminton, Volleyball; while male students often prefer sports with balls, such as Football, Basketball, Volleyball, Swimming. Notably, football and 7-a-side football have a relatively high selection rate (12.96% for first-year male students and 6.15% for females; 11.75% for second-year males and 5.45% for females; 9.9% for third-year males and 6.87% for females). The demand for choosing sports by students at the University of Technology is illustrated in Chart 1 and Chart 2.

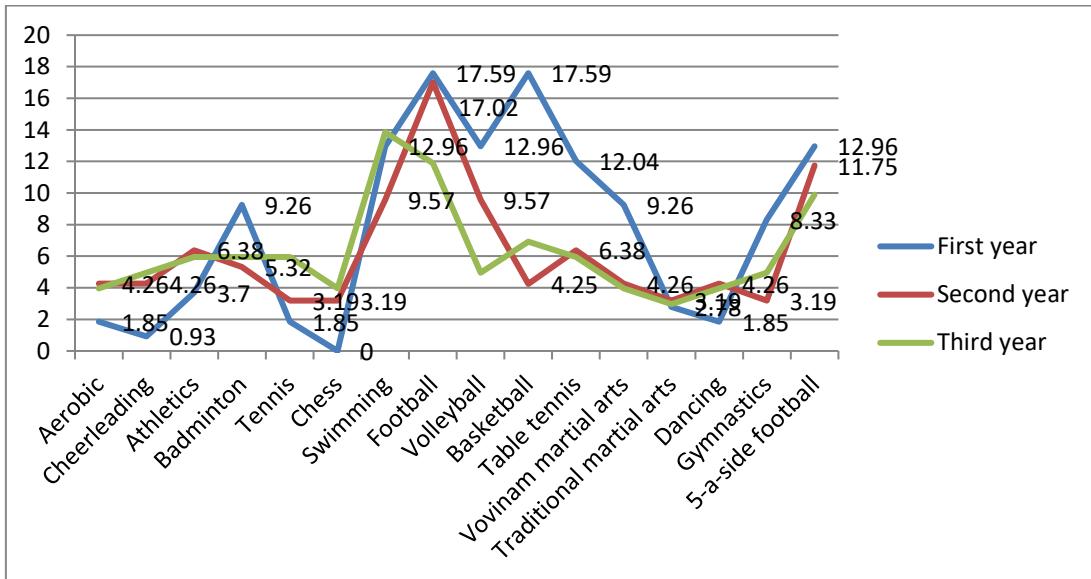


Chart 1. Demand for choosing sports by male students at the University of Technology (%)

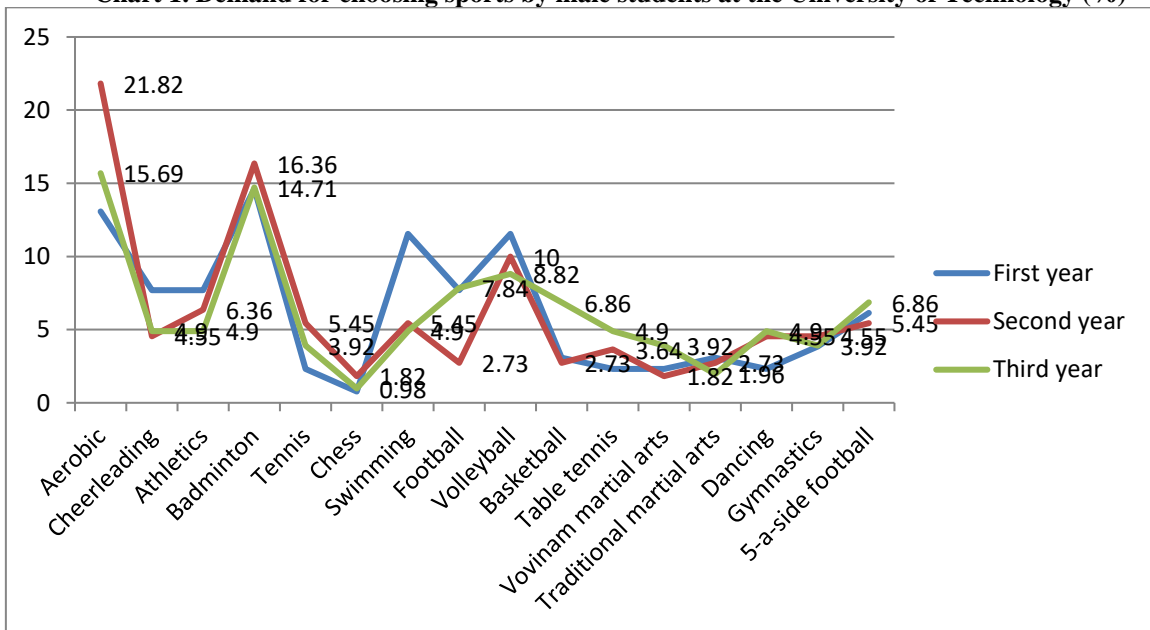


Chart 2. Demand for choosing sports by female students at the University of Technology (%)

### 3.2.3. Attitudes towards learning the Physical Education subject

Table 5. Level of liking the Physical Education subject among students at the University of Technology (n=645)

Student	Year	Level of interest in physical education							
		Really like		Like		Neutral		Dislike	
		SL	%	SL	%	SL	%	SL	%
Male n=303	1	19	17,59	34	31,48	50	46,30	5	4,63
	2	16	17,02	29	30,85	47	50,00	16	2,13
	3	17	16,83	29	28,71	45	44,55	17	9,90

	%	17,15		30,35		46,95		5,55	
Female n=342	1	19	14,62	30	23,08	68	52,31	13	10,00
	2	14	12,73	28	25,45	61	55,45	7	6,36
	3	12	11,76	22	21,57	50	49,02	18	17,65
	%	13,04		23,37		52,26		11,34	

The research results in Table 5 show that: The level of liking the Physical Education subject among both male and female students is at an average level, accounting for an average of 46.95% for males and 52.26% for females. The level of very liking only reaches 17.15% for males and 13.04% for females; the level of liking also accounts for a relatively high percentage of 30.35% for males and 23.37% for females. Thus, there is a contradiction where while the students quite enjoy practicing sports, conversely, more than 50% consider learning the Physical Education subject as normal, and many do not like learning it (5.55% for males and 11.34% for females).

### 3.2.4. Students' learning results in the Physical Education subject

An evaluation of the learning results in Physical Education subjects of students at the University of Technology was conducted. The survey subjects included 645 students from the first, second, and third academic years. The survey results are presented in Table 6. The learning results in the Physical Education subject are relatively stable, with only 19.74% of students achieving excellent and good results, up to 75.63% passing, and 4.63% failing.

**Table 6. Learning results in the Physical Education subject at Thai Nguyen University of Technology (2022-2023)**

Academic year	Excellent		Good		Achieved		Not achieved	
	Number	%	Number	%	Number	%	Number	%
First year (238 sv)	10	4,2	37	15,54	180	75,63	11	4,63
Second year (204 sv)	8	3,92	23	11,27	165	80,88	8	3,93
Third year (203 sv)	7	3,44	21	10,34	166	81,77	9	4,45

## CONCLUSION

Thai Nguyen University of Technology has implemented the Physical Education curriculum for students according to the regulations of the Ministry of Education and Training. The duration of regular Physical Education for students is 3 credit units, with a total of 90 periods. However, the limitation of the program is that there are only 4 elective sports (Table 1), mostly traditional sports lacking the modern sports favored by today's youth. Students at Thai Nguyen University of Technology all have a fairly high need for physical training and sports, with the level of liking and very liking ranging from 68.45% to 78.71% for both males and females. The choice of sports for practice differs between male and female students. However, there is still a contradiction that while the students quite enjoy practicing sports, conversely, more than 50% consider learning Physical Education as normal, and many do not like learning it (5.55% for males and 11.34% for females). From the above research results, it can be seen that boldly developing and building an elective sports curriculum with other modern sports based on practical conditions at Thai Nguyen University of Technology is an urgent need for students.

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