

## The current situation of needs, purposes, difficulties, and learning activeness in physical education among students at the University of Finance – Marketing

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### Abstract

Based on the developed measurement scales used to assess the current state of learning activeness in Physical Education among students at the University of Finance - Marketing (UFM), this study examined the current situation of students' needs, purposes, and difficulties in learning Physical Education, as well as their level of learning activeness in Physical Education at UFM. The survey results from 444 students showed that the majority had a need to study Physical Education. In addition to the primary purpose of completing the Physical Education curriculum, students also participated in Physical Education to improve their health, develop basic motor skills, and seek recreation. However, the greatest difficulties they encountered were their lack of aptitude for Physical Education subjects and the long distance between learning facilities. Regarding learning activeness in Physical Education, only 6 out of 21 surveyed variables were rated by students at the level of "Agree/Active," while the remaining variables were rated at the level of "Disagree." These findings indicate that the level of learning activeness in Physical Education among UFM students remains low.

**Keywords:** Current situation, needs, purposes, difficulties, learning activeness, 2024 intake students, university of finance – marketing

### Introduction

In the current context of higher education, Physical Education not only contributes to health improvement but also plays an important role in the comprehensive development of students. However, in practice, the level of participation and learning activeness in Physical Education among students at many universities, including the University of Finance – Marketing (UFM), remains limited. Factors such as learning purposes, individual needs, and difficulties encountered during participation in Physical Education classes may directly affect students' learning outcomes. Therefore, studying the current situation of students' needs, purposes, difficulties, and especially their learning activeness in Physical Education at UFM is necessary. This study provides a scientific basis for proposing appropriate solutions to improve the quality of teaching and learning Physical Education at the university.

▪ **Research methods:** The study employed the following methods: document analysis and synthesis, sociological survey, and statistical mathematics.

▪ **Participants:** The research subjects included 444 students taking Physical Education courses at UFM.

### Research Results

#### 1. The Current Situation of Needs, Purposes, and Difficulties in Physical Education Learning among UFM Students

##### 1.1 The Current Situation of Needs in Physical Education Learning among UFM Students

The survey results of 444 UFM students from the 2024 intake who were taking Physical Education courses at the Long Truong and Tan My campuses showed that 70.27% of the surveyed students (312 students) had a need to study Physical Education, while the remaining 29.73% (132 students) did not. This indicates that a proportion of students have not yet fully recognized the importance of learning Physical Education.

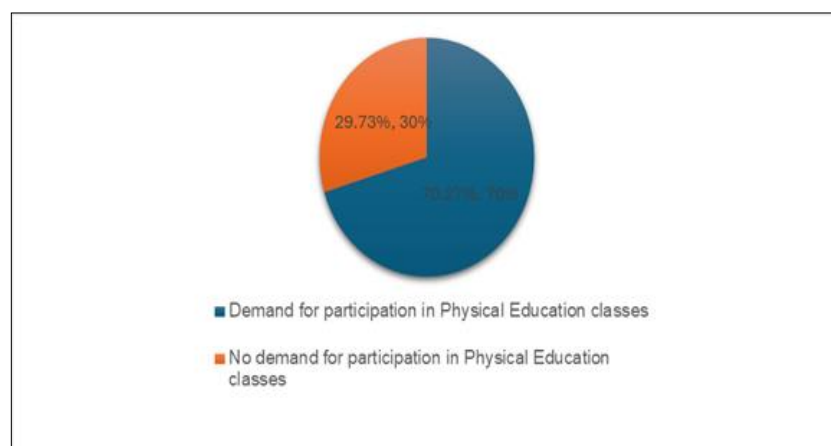


Fig 1: Needs in Physical Education Learning among UFM Students

### 1.2 The Current Situation of Purposes in Physical Education Learning among UFM Students

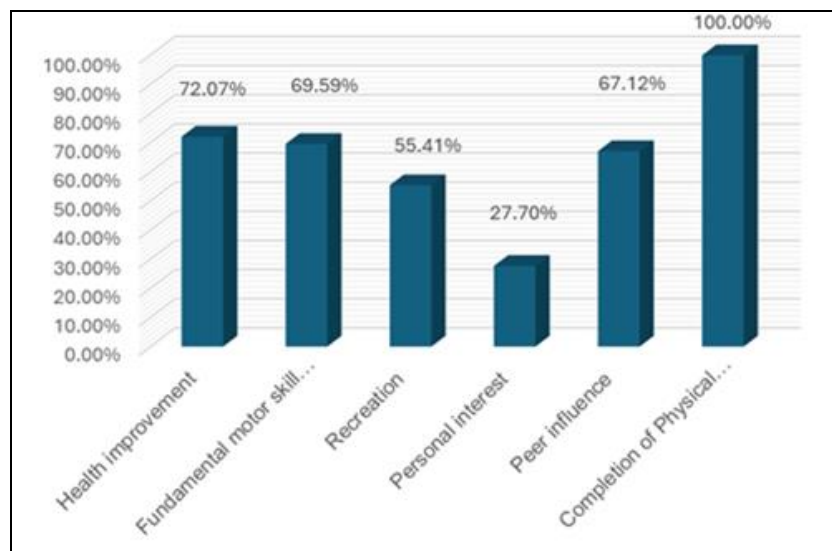
**Table 1:** Purposes of Physical Education Learning among UFM Students

No.	Content	Agree (n = 444)	Percentage (%)
1	Improving health	320	72.07
2	Developing basic motor skills	309	69.59
3	Recreation	246	55.41
4	Personal interest	123	27.70
5	Encouragement from friends	298	67.12
6	Completing the Physical Education curriculum	444	100.00

Source: Survey results of UFM students

The survey results presented in Table 2.1 show that among the six purposes investigated, five were agreed upon by more than 50% of the students. In particular, the purpose of completing the Physical Education curriculum accounted for an absolute rate of 100%, indicating that all students were aware that they must complete the Physical Education program in order to meet graduation requirements. This

suggests that students are conscious of the meaning and role of Physical Education in universities. However, because the Physical Education subjects offered by the university do not necessarily match students’ personal interests, only 27.70% of students (123 students) agreed with the purpose related to personal preference.



**Fig 2:** Purposes of Physical Education Learning among UFM Students

### 1.3 The Current Situation of Difficulties in Physical Education Learning among UFM Students

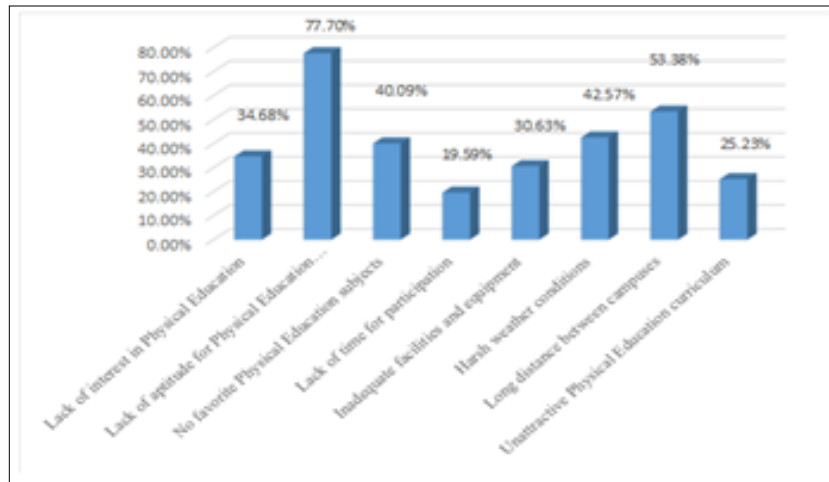
The survey results shown in Table 2.2 and Figure 2.3 indicate that, among the eight difficulties mentioned in relation to Physical Education learning, the difficulty agreed upon by the highest proportion of students was “Lack of aptitude for Physical Education subjects,” accounting for 77.70% (345 students). This is also one of the factors that may lead to students’ low activeness in Physical Education classes.

The difficulty agreed upon by the lowest proportion of students was “Lack of time to participate in Physical Education subjects,” accounting for 19.59% (87 students). This can be explained by the fact that the surveyed students were first-year students who had not yet begun major-specific courses, professional practice, or internships; therefore, they still had more free time and more options in choosing class schedules for Physical Education.

**Table 2:** Difficulties in Physical Education Learning among UFM Students

TT	Nội dung	Đồng ý (n = 444)	Tỷ lệ (%)
1	Lack of interest in Physical Education subjects	154	34.68
2	Lack of aptitude for Physical Education subjects	345	77.70
3	Lack of preferred Physical Education subjects	178	40.09
4	Lack of time to participate in Physical Education subjects	87	19.59
5	Inadequate facilities and equipment	136	30.63
6	Harsh weather conditions	189	42.57
7	Long distance between learning facilities	237	53.38
8	Unattractive content of the Physical Education curriculum	112	25.23

Source: Survey data from UFM students



**Fig 3:** Difficulties in Physical Education Learning among UFM Students

## 2. Current Situation of Learning Activeness in Physical Education among UFM Students

Based on the interview results of 444 UFM students from the 2024 intake who were studying Physical Education at the Long Truong and Tan My campuses, together with the results of the official scale development, the study used 21

variables in five factor groups to evaluate the current situation of learning activeness in Physical Education among UFM students. The specific results are as follows:

### ▪ Emotional Expression Factor

**Table 4:** Survey Results of the Emotional Expression Factor (n = 444)

No.	Code	Content	Mean	Standard Deviation
1	CX1	I really enjoy participating in Physical Education classes.	3.362	1.031
2	CX2	I find participation in Physical Education classes very necessary.	3.300	0.998
3	CX4	I always look forward to Physical Education classes.	3.693	0.953
4	CX5	I am very interested in Physical Education classes.	3.142	0.983

Source: Survey data from UFM students

The results presented in Table 2.4 show that, for the Emotional Expression factor, three observed variables were rated by students at the “Neutral” level, with mean scores ranging from 3.142 to 3.362. Only one variable, “I always look forward to Physical Education classes,” was rated at the “Agree/Active” level. This indicates that students did

not highly evaluate their emotional responses in Physical Education classes. In other words, in terms of emotional expression in Physical Education classes, students have not clearly

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highly evaluate their emotional responses in Physical Education classes. In other words, regarding emotional expression in Physical Education classes, students have not clearly demonstrated a high level of activeness.

### ▪ Attention Expression Factor

**Table 5:** Survey Results for the Attention Expression Factor (n = 444)

No.	Code	Content	Mean	Standard Deviation
1	CY1	I always pay close attention to the lecturer when new content is being taught in Physical Education classes.	3.612	0.985
2	CY2	I always carefully observe the lecturer’s demonstration movements in Physical Education classes.	2.572	1.061
3	CY3	I always pay attention when the lecturer corrects my incorrect techniques and those of my classmates.	3.072	1.068
4	CY4	I always enthusiastically and actively participate in classroom activities (giving opinions, joining group games, etc.).	2.669	1.041
5	CY5	I always practice seriously according to the lecturer’s instructions.	2.833	1.019

Source: Survey data from UFM students

The results in Table 2.5 show that one observed variable was rated by students at the “Agree” level, namely: “I always pay close attention to the lecturer when new techniques are introduced in Physical Education classes,” with a mean score of  $3.612 \pm 0.985$ . However, for the variable “I always carefully observe the lecturer’s demonstration movements in Physical Education classes,” students rated it at the “Disagree” level. This indicates that students were quite active in listening attentively when lecturers taught new content, but they were not active in

carefully observing the lecturer’s demonstrations. This may easily lead to inaccurate or incorrect performance of techniques. The remaining observed variables were rated only at the “Neutral” level, with mean scores ranging from 2.669 to 3.072, showing that participation in classroom activities and serious practice according to the lecturer’s instructions were only at an average level and did not yet reflect clear activeness.

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carefully observing the lecturer’s demonstrations. This may easily lead to mistakes and inaccuracies in performing techniques. The remaining observed variables were rated only at the “Neutral” level, with mean scores ranging from 2.669 to 3.072, indicating that students’ participation in classroom activities and their seriousness in practicing according to the lecturer’s assignment were only average and had not yet reflected a clear level of activeness.

- **Effort Expression Factor**

**Table 6:** Survey Results for the Effort Expression Factor (n = 444)

No.	Code	Content	Mean	Standard Deviation
1	NL1	I always try to complete the exercises assigned by the lecturer in class.	3.000	1.099
2	NL3	I always try to practice in order to perform well the new techniques instructed by the lecturer.	3.882	1.018
3	NL4	I always voluntarily and proactively practice more outside Physical Education class hours.	2.777	1.103

Source: Survey data from UFM students

The results presented in Table 2.6 show that, among the three observed variables in the Effort Expression factor, one variable was rated by students at the “Agree” level, reflecting positive effort, namely: “I always try to practice in order to perform well the new techniques instructed by the lecturer,” with a mean score of  $3.882 \pm 1.018$ . The other

two variables were rated only at the “Neutral” level, with mean scores ranging from 2.777 to 3.000, indicating that students had not yet clearly demonstrated activeness in terms of effort.

- **Behavioral Expression Factor**

**Table 7:** Survey Results for the Behavioral Expression Factor (n = 444)

No.	Code	Content	Mean	Standard Deviation
1	HV1	I always attend Physical Education classes on time.	3.112	1.033
2	HV3	I often discuss with the lecturer the lesson contents that I do not fully understand.	3.464	1.039
3	HV4	I often ask the lecturer to correct my techniques when practicing a new movement.	2.847	1.102
4	HV5	I regularly follow and update new knowledge related to the Physical Education subject.	2.651	1.048
5	HV6	I often participate in extracurricular sports activities after Physical Education classes.	2.927	1.019

Source: Survey data from UFM students

The results presented in Table 2.7 show that only one variable in the Behavioral Expression factor reflected students’ activeness, namely: “I often discuss with the lecturer the lesson contents that I do not fully understand,” with a mean score of  $3.464 \pm 1.039$ . This is consistent with the survey results for the Attention Expression factor,

because students who actively listen to the lecturer’s presentation of new content are more likely to actively discuss with the lecturer the issues they do not clearly understand and need further explanation for. The remaining observed variables were rated by students at the “Neutral” level, with mean scores ranging from 2.651 to 3.112. This

indicates that the behavioral expressions of UFM students in Physical Education classes have not yet clearly demonstrated a high level of activeness.

▪ **Factor group: Manifestations of learning acquisition ability**

**Table 8:** Survey results for the factor group “Manifestations of learning acquisition ability” (n = 444)

No.	Code	Content	Mean	Standard Deviation
1	LH1	I always remember the basic knowledge and can apply previously acquired skills to exercises and new learning content in physical education classes.	2.592	1.042
2	LH2	I can remember and accurately reproduce the movement techniques instructed by the lecturer.	3.372	0.964
3	LH3	I have improved my fundamental motor skills and my ability to perform movement techniques.	3.493	0.956
4	LH4	I have developed the habit of teamwork in physical education classes.	3.793	0.960

Source: Survey data from UFM students

The results shown in Table 2.8 indicate that there are two positive factors within the group of manifestations of students’ learning acquisition ability, namely the development of teamwork skills and the improvement of fundamental motor skills as well as technical movement performance. This is reflected in students’ responses at the “Agree/Positive” level for the item “I have developed the habit of teamwork in physical education classes” with a mean score of  $3.793 \pm 0.960$ , and the item “I have improved my fundamental motor skills and my ability to perform movement techniques” with a mean score of  $3.493 \pm 0.956$ . However, the ability to remember the knowledge delivered by lecturers and to apply previously acquired skills in other physical education classes (LH1) was rated only at the “Disagree” level, with a mean value of  $2.592 \pm 1.042$ . This suggests that students are not highly engaged in retaining the fundamental knowledge of physical education courses and, therefore, are unable to apply it effectively across different physical education subjects. This may also be explained by the fact that many students still perceive physical education as merely a compulsory course required for graduation rather than as a major subject or one directly relevant to their future careers. As a result, they do not pay sufficient attention to the knowledge taught in physical education courses. Consequently, the remaining observed variable (LH2) was rated only at the “Neutral” level by students, with a mean score of  $3.372 \pm 0.964$ .

**Conclusion**

- The survey results show that most students have a need and desire to study Physical Education.
- The main purposes of studying Physical Education among UFM students are to complete the Physical Education course requirements, improve health, develop fundamental motor skills, and engage in recreation.
- The main difficulties faced by UFM students in studying Physical Education are their lack of aptitude for Physical Education subjects and the long distance between learning facilities.
- Regarding the current state of students’ activeness in learning Physical Education at UFM, only 6 out of 21 surveyed variables were rated by students as showing a positive level, while the remaining 16 variables were evaluated at the disagree level. This indicates that the level of activeness in learning Physical Education among UFM students is still not high.

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