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Nguyen Hong Quang
Faculty of Fundamental Science,
Thai Nguyen University of
Technology, Thai Nguyen,
Vietnam

Selecting some play-activities to enhance strength for TNUT students

Nguyen Hong Quang

Abstract

The purpose of this study was to investigate the effects of in-class-activities on students. For the scope of study, one hundred twenty-eight students from Thai Nguyen University of Technology were selected. The group was further divided randomly into two groups; experimental and control groups. A further evaluation was given to the two groups to make sure they are equally divided with each other. Then, administering the in-class-activities on the experimental group only for 4 months (one semester) then compare the result with the control group.

Keywords: Play-activities, enhance strength

Introduction

In-class-play activities are physical activities organized into simple topics, requiring players to obey and bring out in them almost inherent capacities to perform the contents of the in-class-activities. In doing so, the environment during the physical activities, will be exciting, motivating and interesting for all participants.

In school, the contents of the in-class-activities will be implemented in physical education program to teach and provide gentle and interesting environment for learners to enhance their body functions, as well as the environment for the learners to release stress and become physically active individuals typically demonstrating more favorable perceptions of competence than their sedentary counterparts (Biddle and Armstrong, 1992) [6].

Throughout the curriculum, from primary school to highest lever, playing activities is a part of the physical education program and especially in primary school, teachers use it as the tool for learners to discover, experience, develop physical function and acquire knowledge and basic skills in real life. Therefore, finding affection in the playing activities is the key to enhance the quality of the physical education.

Nowadays, the trend of modern teaching makes playing activities much more necessary because modern teaching requires learners to have full involvement with the content of the lesson. This is the center of the learning process and it is an activity or task-based so the teacher creates many learning activities which the learners would engage during class time interaction, It is through participation in these activities that the learners are guided to achieve the objectives of the teaching-learning process. It often involves the students to work in small group or as individuals while carrying out the learning tasks. This makes learners learns from one another, and cooperate with one another in their effort to acquire the required knowledge and skills and acceptable attitudes and inter- personal skills and values, easy to get feedback information from the learners. Then, the teacher could adjust the content and methods to make the highest possible effect of the teaching process. Instructional activities are selected based on learners' needs, interest and feelings. Learners enjoy working in groups in cooperative manner, and they encourage one another in the learning task, all of these can be done by using play-activities.

Nearly almost researches before had researched the effect of the play-activities on children and adolescents, so we studied the effect on freshman and the second year students whose ages are close to high school age to find result that play-activities still have value on young adults. It has higher effective result than normal methods in PE. Not only does it enhance strength but also, entertain the learners.

Correspondence
Nguyen Hong Quang
Faculty of Fundamental Science,
Thai Nguyen University of
Technology, Thai Nguyen,
Vietnam

Method

Selecting one hundred twenty-eight students randomly, including sixty-four male students and sixty-four female students. Both the control and experimental group they consist 32 male and 32 females each. Firstly, check some fitness index to make sure that two groups are similar to each other and they live in similar environment when doing the experiment. Selection of in-class-exercises system to be included in the curriculum.

- Run catching with suddenly signal (Stand, Wait, Run)
- Relay race
- Holding the ball run pass over the obstacle (Obstacle Running)
- Rally single leg jump race (Single leg Race)
- Cat chases mouse (Tom and Jerry) (Cat vs. Mouse)
- Kicking or throwing the ball on target in long distance (Kick and Throw ball)
- Shark in circle.

Comparison between the control and experimental group before the implantation of the in-class-activities.

Table 1: Pre Test before taking the experiment

Male (n= 32)							
TT	Evaluation test	Control group		Experimental group		t	P
		\bar{X}	δ_1	\bar{x}	δ_2		
1	Sprint 30m (s)	4,98	0,501	4,96	0,499	0,16	<0,05
2	Double leg hog	195,3	18,3	194,7	17,4	0,1344	<0,05
3	Running 800m (s)	276,06	21,97	277,2	22,02	0,207	<0,05
Female (n= 32)							
TT	Evaluation test	Control group		Experimental group		t	P
		\bar{X}	δ_1	\bar{x}	δ_2		
1	Sprint 30m (s)	6,28	0,495	6,19	0,504	0,72	<0,05
2	Double leg hog	153,64	15,2	153,22	15,6	0,109	<0,05
3	Running 500m (s)	157,41	15,72	156,32	15,6	0,279	<0,05

From the table 1: Result test before the experiment between control group and experimental group is equal. There is no significant difference on $p < 0.05$, meaning the level capacity of two groups is the same. The table 1 revealed no significant difference in agilityin pre test phase among CT group

and Xp group, The obtained ‘t’ value lower than the tabulated ‘t’ value 2,042 at 0.05 lever of significant.

Comparison between the control and experimental group after implementing the in-class-activities.

Table 2: Test after taking the experiment.

Male (n= 32)							
TT	Evaluation test	Control group		Experimental group		t	P
		\bar{X}	δ_1	\bar{x}	δ_2		
1	Sprint 30m (s)	4,48	0,39	4,25	0,371	2,446	<0,05
2	Double leg hog	213,89	14,25	222,5	13,24	2,617	<0,05
3	Running 800m (s)	276	22,81	258	16,39	3,625	<0,05
Female (n= 32)							
TT	Evaluation test	Control group		Experimental group		t	P
		\bar{X}	δ_1	\bar{x}	δ_2		
1	Sprint 30m (s)	5,81	0,626	5,45	0,619	2,322	<0,05
2	Double leg hog	154,64	10,11	159,95	10,06	2,1	<0,05
3	Running 500m (s)	153,68	2,3	152,82	2,45	2,316	<0,05

From table 2, the action index result of the experiment group changed far way better than that of control group. The obtained ‘t’ value higher than the tabulated ‘t’ value 2,042 at 0.05 lever of significant, This just proves that the methods that we suggested have a drastic effect to enhance the physical being for TNUT students.

Discussion

This paper did not research the difference between the male and female enjoyment, but only to compare the effectiveness of the in-class-activities when compare with the simple lessons and the results proved the in-class-activities effective. Moreover, after the experiment it was seen that the social competence and enjoyment of the team demonstrated greater potential than the individual activities in contributing to daily physical activity recommendations (Biddle *et al.*, 1998) [1].

The nature of many team games can involve large amounts of full body translocation, which places an enhanced physiological load on the working muscles. In contrast, individual activities do not present students with as many opportunities for bearing body movement, and as a result physical activity levels have been observed to be less than optimal.

Philosophers’ research showed that team games have an important role on human working. When the work itself is difficult, if done with team it makes it easier and comfortable with them even if its difficult.

Nerby students like and has a passion in learning. Also, there are a lot of students that doesn’t like learning because they are bored; the lessons are simple and boring because of the method of teaching and content of the unit. These reasons results to the loss of interest in learning and causes bad score

for students.

Physical education forms skills for students to do these repeated exercises that make the content of the lesson to become simple and less attractive which leads to decrease and loss interest in learning. It is just necessary to make each class dynamic and attractive to lure the students to participate in the contents of the class. In dealing with this issue, in-class-activities was suggested. These activities are not just exercises but they also give excitement and enjoyment to students. Thus, these activities should be use by the teachers as a tool to motivate and encourage the students to participate in physical activities.

Conclusion and Suggestions

Using in-class-activities in Physical Education curriculum will make the content more attractive and dynamic for students to participate the class with enjoyment and positive attitude.

The students are young adults who want to improve themselves. By joining some group activities, especially those exciting ones, that are suitable to apply some physical actions, it will stimulate them to practice some exercises and have a positive attitude in participating to the contents of the class. Therefore, the in-class-activities provide competence the most effective way to promote physical activity participation.

Teachers should create in-class-activities that fit the subject and philosophy of students for easy implementation and exciting environment.

Physical activity promotion through Physical Education may have important public health benefits. However, this can only occur if the physical educators plan and deliver lessons that promote individual competence and success, which may contribute to the fun and enjoyment for the students.

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