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## **Study of eagerness, interest and attitudes of Mongolian university students in physical education courses**

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# Study of eagerness, interest and attitudes of Mongolian university students in physical education courses

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**Abstract-**The value of Mongolia is a citizen who stays fit and healthful. Physical education /PE/ plays a significant role in improving the health and well-being of the students and youth who will be the leaders of the country's future development. It was observed that mental overload, inactivity, and the Covid-19 pandemic are taking a toll on students' health, physical development, and physical preparedness. The variety of credit hours for PE classes and forms of organizing physical education at state-owned universities are lacking in order to develop healthy and able-bodied citizens. Healthy and fit body is the physical culture and social values of modern students. The development level of physical education and sports infrastructure at universities does not meet modern requirements. In other words, there are not enough gymnasiums and sport halls, it is not possible to offer many kinds

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of sports to the students, there is no environment and opportunity to stimulate students' interest and to play sports in their free-time, which hinders to them for becoming well-prepared and creative individuals in the country. Therefore, in order to improve the instruction of the physical education and sports activities of state-owned universities, it is an very important issue to pay attention for the government, increase the number of gyms and playgrounds, and establish various sports grounds near university buildings.

The aim of our study is to find out if PE classes of the university meet the desires, interests and needs of the students. We developed and conducted a survey of 8 questions to determine whether the set of physical education classes meets the student's desires, interests, and needs because physical education and sports play an important role in students' development /maturity/ and the formation of character. The survey was completed by 1,000 students from the National University of Mongolia /NUM/ and the Mongolian National University of Education /MNUE/. The aim of this study was to analyze whether the norm of credit hour package, the choice of sports and the content of PE meets or not the modern student's needs since the students' desires, interests, and needs are important to improve the organization of physical education classes and implementation of PE curricula at universities. The results of the study show that the types of PE classes offered to students, the gymnasium, the field, and the planning of credit hours for PE classes are different. This is a defective side in the implementation of the goal of improving the physical development and fitness of students in PE.

**Keywords:** Mongolian universities, Physical education, Students` Attitudes, Desires, Interests

## 1. INTRODUCTION

Physical training and sports have been passing through historical stages of development along with the development of modern society since ancient times when human originated, and humankind has been using physical training and sports as a tool for physical education. Individual consciousness, desires, and interests are very important in acquiring any knowledge, education, upbringing, and development. Every person pays more attention and effort to something he or she enjoys, likewise, we believe that a student's favorite sport is as important as physical education. Engaging in interesting and favorite sports can have a strong influence on a student's attendance, assiduity, and attitude toward PE, and the goals of PE will achieve successfully. Many factors influence in organizing intensive and effective PE classes, however, in this study we focused on identifying students' desires, interests, and attitudes toward PE.

Physical education and physical education and sports activities will play an important role in order to achieve this substantial goal. The functional abilities of the human body, such as strength, speed, endurance, mobility, and flexibility, which are exposed during movement, work, and life in general, determine physical fitness of a person [1]. Researchers emphasize that PE and sports activities depend on the structure of mental interests and needs, and they are related to the personal characteristics,

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motivations, values, attitudes, and choices of the student. Students' attitudes to PE class are determined by their needs as a subjective or internal factor, interests in PE and sports, the state of the material base as an objective or external factor, the content of the educational process, and public arrangements.

All of the proposed solutions can improve the learning procedure and give chances to pupils who have restricted education options and rely only on online courses to further their learning. Consequently, focusing on student participation is crucial to the efficiency of the learning process. [2].

Students must master their physical fitness and motor abilities, as well as their learning skills and behavior in sports activities, according to the new "Curriculum Standards." "The extent to which pupils must attain the same level and each individual's efforts to accomplish the objective should be the scope of learning goals [3].

The survey showed that, among the factors that caused dissatisfaction with the content of physical education classes, the vast majority of students (53.3 % of students of OHDNU and 40 % of students of DDUVS) indicated that they lacked opportunities to engage in their chosen sport. 43.3 % of students of OHDNU and 56.6 % of DDUVS students were forced to play a sport they did not prefer. According to the results of the survey, 43.3 % of students of OHDNU and 33.3 % of DDUVS students found physical education & sports as attractive activities. At the same time, most students of OHDNU and DDUVS preferred independent physical exercises (50.0 % and 43.3 %, respectively), and only a small proportion of students from both Universities preferred to exercise in the classroom during extracurricular activities classes [4].

## 2. THEORETICAL BACKGROUND

Physical education is a very broad concept. From one perspective, physical exercise knowledge refers to the theoretical and practical knowledge of regularly engaging in physical exercise and sports in society, family, and the environment, of using physical exercise, of adjusting exercise load, and of constantly improving physical fitness, work, and life skills [5].

Increasing the movement activity of university students is becoming one of the major challenges facing the country. Students' physical activity, physical education, and sports participation are declining. Physical inactivity negatively affects their health, intelligence, and learning processes, making it impossible to meet the demands of socially valuable all-round development of future citizens. In a research study conducted within the scope of the topic of developing students' interest in physical education and sports, it was stated that for the students – the future teachers, educators, and parents in the future, it is important to have high knowledge and skills in physical education[6].

On the other hand, the necessity of improving the physical training of students and providing high readiness through the training program of physical defense sports in military and police schools was also suggested [7]. The above-mentioned works of the scientists noted that improving the physical

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culture and physical preparation of the students had a positive effect on the health and maturity of the students.

Physical culture refers to the achievements and results of social activities aimed at strengthening human health, increasing the potential for physical activity, and developing talents through the proper use of various physical exercises [8]. Therefore, physical culture is a form of intangible culture and an important factor in improving the health, beauty, fitness, longevity, and quality of life of students, who are the driving force of society. In the realization of this great goal, physical education classes and sports and sports activities will play a major role. Researchers have emphasized that physical education and sports activities are highly dependent on the structure of intellectual interests and needs, and are dependent on the student's personality, motivations, values, attitudes, and choices. The attitude of students to physical education is determined by their subjective or internal factors, their needs, interest in physical activity and sports, objective or external factors, the state of the material base, the content direction of the educational process, and community organization.

The state-owned universities such as MNUE with 2 sports halls, 2 credit hour packages, 8 kinds of sports, NUM with 1 sports hall, 3 credit hour packages, 14 kinds of sports, MUST /Mongolian University of Science and technology/ with 2 sports halls, 2 credit hour packages, 8-9 kinds of sports offer their PE class in accordance with student's desires and interests. However, the MNUMS / Mongolian National University of Medical Sciences/ organizes PE class with 2 sports halls, 2 credit hour packages, 4-6 kinds of sports, and MULS /Mongolian University of Life Sciences/ organizes PE class with 1 sports hall, 3 credit hour packages, 6-7 kinds of sports (not optional) respectively by class and group system twice or three times a week. Their instruction is compulsory.

That kind of arrangements makes it difficult to provide physical education that is suitable for modern youth and university settings, and to create conditions for them to go in for their favorite sports. In the case of Mongolian State University of Arts and Culture, PE classes are not included in their program, and professional stage classes are included. This shows that the arrangements of university physical education classes are different. Opportunities will be kept open for a teacher and a student to develop joint learning plans, exchange ideas, and come up with solutions to any problems.

### **3. RESEASCH DESIGN**

The research work included 1st-2nd year students of MSUE and MNU, with 70% of them female students. The survey questionnaires conducted among students are taken after students have studied physical education as part of their compulsory subjects and have a clear understanding of physical education, which makes the results of the study more realistic.

While physical education classes at MSUE and MNU were the same, with 2-3 credit hours, the types of sports offered to students in physical education classes varied, so it was believed that students at schools that offer a variety of sports would be able to improve their physical fitness in the type of sport they are interested in. However, it was important to conduct a survey because it was unclear

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whether that many type of sports were relevant to the students' desires and interests. The results of our research will contribute to improving the needs and requirements of physical education classes, including how students should organize physical education classes, how many credit hours they should take, what sports are most popular with modern youth, and how they can develop into healthy, physically well-developed individuals.

**Needs and demands of the study:** Although university PE class is important to develop students' physical development, fitness, and preparation, to improve their physical ability to work and study, and to restore their health, the current reality shows that it is insufficient to meet these needs and demands. Therefore, the aim of the study was to identify the attitudes of university students towards PE class and how their needs meet.

The aim of our study is to find out if PE classes of the university meet the desires, interests, and needs of the students.

**Ojectives of the study:** - Analyze the specifics and differences of physical education curricula at state-owned universities, - Develop survey and collect data from students using it, - Analyze and evaluate research results.

**Framework of the study:** Students studying physical education at Mongolian National University of Education and National University of Mongolia.

In addition, although physical education classes can be planned in many ways and with different time loads, it is highly dependent on the availability of university and college gym space, resources, and equipment. The format and credit hour load of physical education courses also vary from country to country. For example: In Russia, physical education is included in years 1-4 for 6-8 credit hours, while in China, it is included in eyars 1-2 for 4 credit hours, and in some less liberal countries, it is included by free scheduling. In our country, it is only 2 credit hours.

## 4. RESULT

**Data collection procedures:** The survey involved 500 students from MNUE and 500 students from NUM, of which 14.5% were male and 85.5% were female from MNUE, and 40.2% were male and 59.8% were female students from NUM, for a total of 1,000 students. Although female students predominate in the survey, the higher percentage of female students at MNUE may be related to the teaching profession.

**Results:** The following survey was used to determine students' desires, interests, and attitudes toward PE class.

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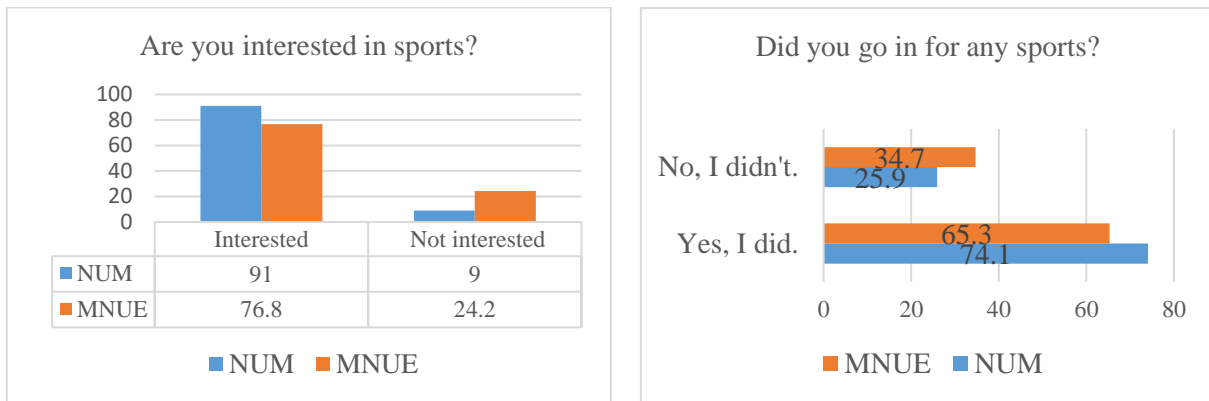


Figure 1. Interest in sports and whether you go in for any sports

According to the survey, 75-91% of students at the National University of Mongolia are interested in a particular sport, and 65-70% of students at the National University of Mongolia are interested in a particular sport before becoming a student.

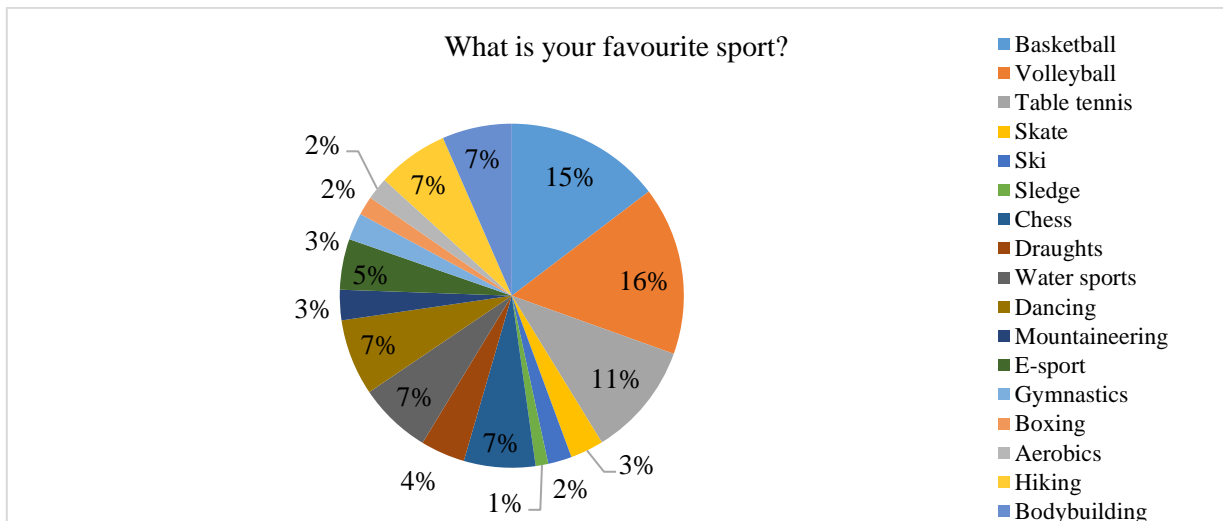


Figure 2. Student's favorite sports / Duplicated number /

Among the sports, university students who took part in the survey responded that team sports, such as basketball and volleyball, were the most popular. It accounts for a certain percentage of other sports and there is no answer that they do not like any sports at all. This shows that our students love sports.

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The final results show that most students at both schools do like sports and have a strong desire to participate. However, it also showed very unsatisfactory results in terms of whether they participate in sports. The dominance of sports and games among students' favorite and interesting sports can be explained by the need for modern youth to work together as a team, learn from each other, and value the power of community.

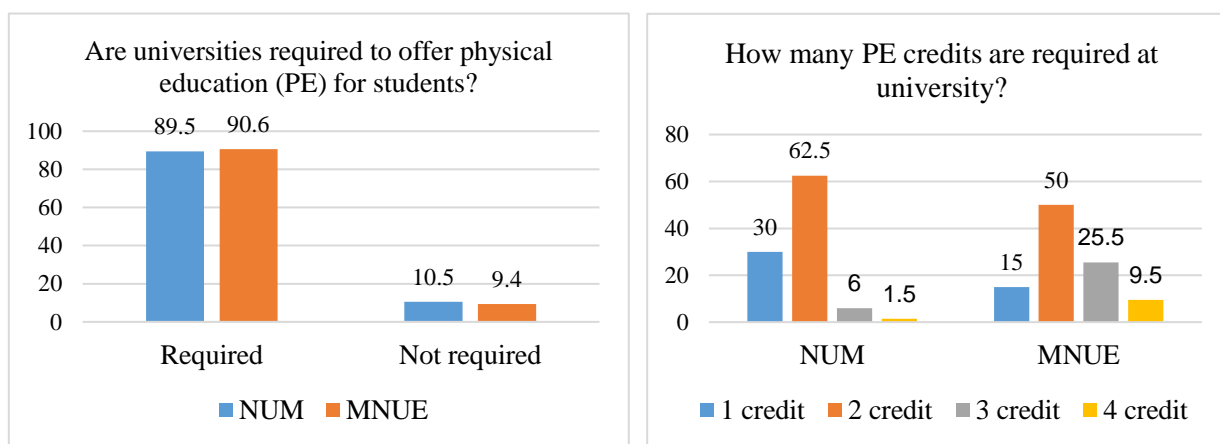


Figure 3. The requirements of PE class and credit hour packages

When asked if there should be 3 credit hour packages for PE class, 25.5% of MNUE students and 6% of NUM students agreed, but 15% of MNUE students and 30% of NUM students agreed for 1 credit. An analysis of the survey results shows that MNUE's physical education classes are taught for 2 credit hours, which is considered possible by students in the current situation, while NUM's PE class is taught for 3 credit hours, but 62.5% of students approved that 2 credit hour packages are suitable. The answer that it is best to take a credit is to focus on current educational activities and how accessible and meaningful they are for students.

Although physical education classes considered mandatory, it is advisable to increase the amount of hours of the courses. Students responded that 2 credit hours are sufficient, but in reality, the level of physical development and fitness of students is average, suggesting that physical education should be taken throughout the 4-year undergraduate program.

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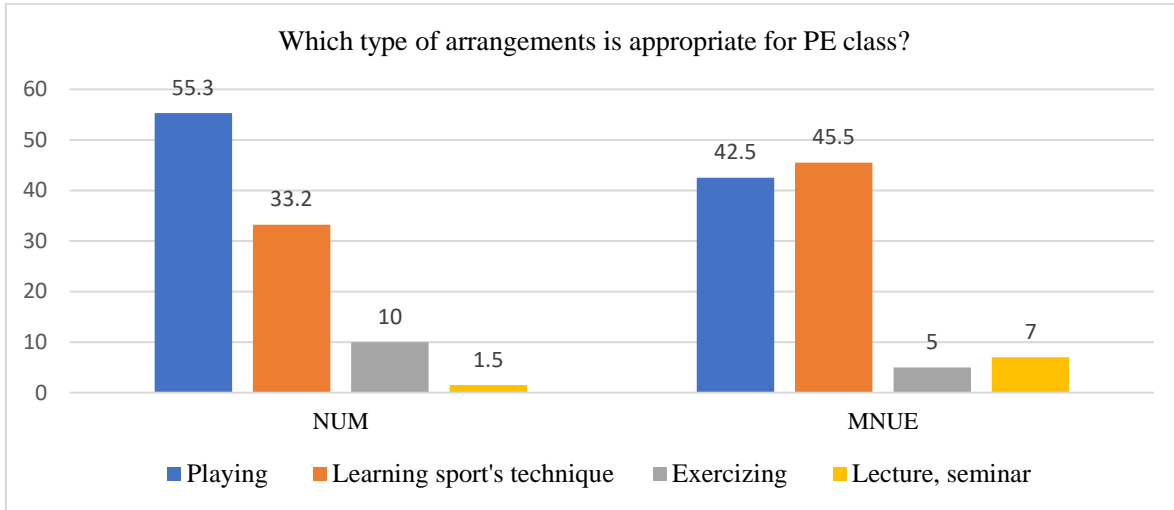


Figure 4. Forms of organizing Physical Education classes

When asked what type of physical education class students are interested in, they answered respectively that it is more effective for 43-55% play, 33-46% learn sports techniques, 5-10% do physical exercises, and 1.5-7% organize theoretical knowledge in the form of lectures and seminars. Generally, all students agreed that it was appropriate to practice and do activities, and that it was important to learn and practice sports techniques besides playing. However, a small number of hours should be devoted to theoretical knowledge in the form of lectures and seminars.

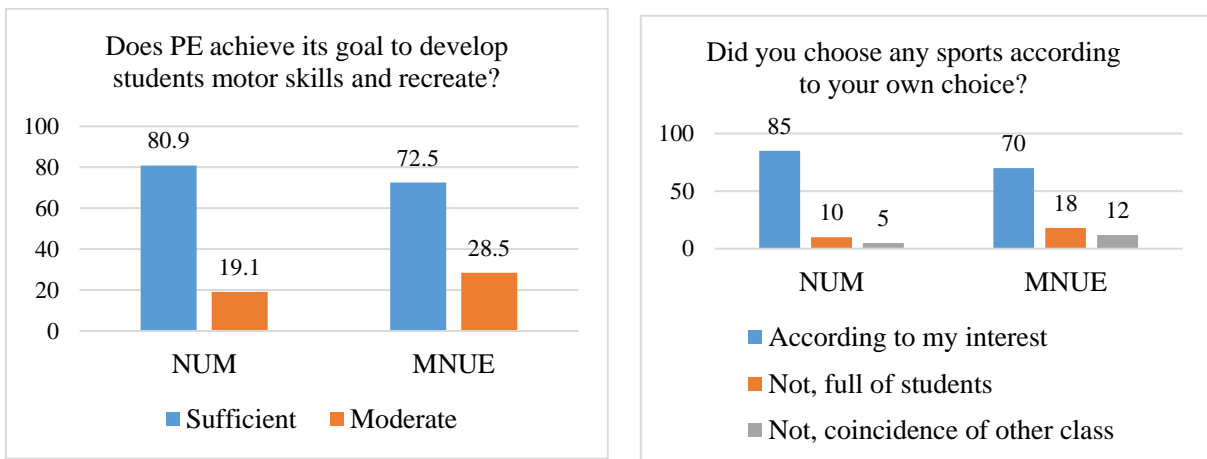


Figure 5. Satisfaction of Physical Education goals and students choice of sports

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In order to determine whether physical education meets the needs and demands of students, 73-81% of the total respondents answered that they meet their goals, 19-29% answered that they did moderately, and 70-85% answered that they chose their sports according to their interests, the remaining 15-30% of the students responded that the number of students was full or coincided with other subjects.

### 5. CONCLUSION

First, The variety of credit hours for PE classes and forms of organizing physical education at state-owned universities are lacking in order to develop healthy and able-bodied citizens. Healthy and fit body is the physical culture and social values of modern students. The development level of physical education and sports infrastructure at universities does not meet modern requirements. In other words, there are not enough gymnasiums and sport halls, it is not possible to offer many kinds of sports to the students, there is no environment and opportunity to stimulate students' interest and to play sports in their free-time, which hinders to them for becoming well-prepared and creative individuals in the country. Therefore, in order to improve the instruction of the physical education and sports activities of state-owned universities, it is a very important issue to pay attention for the government, increase the number of gyms and playgrounds, and establish various sports grounds near university buildings.

Second, We analyzed whether the norm of credit hour package, the choice of sports and the content of PE meets or not the modern student's needs since the students' desires, interests, and needs are important to improve the organization of physical education classes and implementation of PE curricula at the state-owned universities such as Mongolian National University of Education and National University of Mongolia, and the 70-90% or most of the students answered that physical education classes meet needs and requirements of the modern students. Although this indicator is sufficient, it is necessary to focus further research on whether students are able to develop a balanced physical development, health and a healthy lifestyle in the future.

Third, It has been observed that there are lots of students who like physical education and a few who do not like. When asked if physical education was compulsory, 90% of students surveyed answered they needed to attend, indicating that they needed physical education. There are remaining 10% students who did not attend physical education classes at the secondary school or had health problems. In such cases, it is considered possible to use motivational methods and motivate these students to achieve the desired results.

Forth, When asked how many credit hours is appropriate to take a physical education class, 9% of the respondents said that it is better to study more than 4 credits, 11% - 3 credits, 50% - 2 credits, and 30% - 1 credit. According to the results of the survey, it is better to study for 2-3 credits, which is 65%, which shows that the credit hours for physical education classes included in the current curriculum are planned as much as possible. However, most of the students who preferred 1 credit were students who were not interested in physical education, had poor physical development, and did not attend physical education classes before.

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