



Positiveness in Learning General Psychology of Tra Vinh University's Student Expressed through Acts

Pham Van Tuan

* Department of Psychology - Tra Vinh University

E-mail: phamtuan_tb83@yahoo.com

ABSTRACT

The paper analyzes the results of research about positiveness in learning General Psychology of Tra Vinh University's students expressed through acts. The findings showed that positiveness in learning General Psychology of Tra Vinh University's students expressed through acts is not high, only moderate. The positiveness in learning acts in class is higher the positiveness in learning acts at home, but the difference is not large, and were at average levels.

Keywords: positiveness in learning, general psychology, students, Tra Vinh University

Received 12.05.2015

Revised 18.06. 2015

Accepted 02.08.2015

RATIONALE

General psychology course is being taught for students in many different majors at Tra Vinh University to provide students with basic knowledge of human psychology, as the basis for searching further specialized subjects, manipulate and enhance practice performances, professional activities after graduation.

Practical teaching general psychology at Tra Vinh University showed that outcomings of this subject is not good. In our opinion, one of the reasons leading to this situation is that students have not really been active in this subject.

The research was conducted to clarify expression and positive degree in learning General psychology of the students, particularly in acts to help teachers have an overview, thereby they can take suitable impact measures to enhance the positiveness in learning this subject of students, learning and teaching efficiency.

RESEARCH METHODS

- Research conducted on 205 college students of Social science, Economics major and Lecturers teaching General Psychology at Tra Vinh University.

- The research methods used in this research include: methods of investigation by questionnaires, interviews and observations.

- Research content includes 2 main parts: The first part is investigating the level of the positiveness in learning General Psychology of students expressing through acts in class. The second part is investigating the level of the positiveness in learning General Psychology of students expressing through acts at home.

- The scales and reliability of the observed variables were assessed by Cronbach's alpha coefficient. Evaluation results showed that the scales have high reliability (Part 1: alpha = 0.76; Part 2: alpha = 0.87).

- The survey results were processed by SPSS 18.0 software. We use statistical calculations to process the research data, through which draw the scientific and exact conclusion.

- Positiveness in learning General Psychology of students are assessed three level scale, as follows:

+ $GPA \leq 1.67$: positiveness at low level

+ $1.67 < GPA \leq 2.33$: positiveness at middle level

+ $2.33 < GPA \leq 3.0$: positiveness at high level

RESULTS AND DISCUSSION

Positiveness in learning General Psychology of students of Tra Vinh University expressed through acts is considered in two aspects: Acts in class and at home. Investigating the level of the positiveness in learning General Psychology of students expressed through acts in class and at home obtained the following results:

The positiveness in learning General Psychology of students expressed through acts in class

Firstly, the positiveness in learning General Psychology of students were expressed in the participation of students in the classroom.

Table No.1. Participation in classroom of students

Duration	Amount	Percentage
100% units of subject	145	70.7
80% to under 100%	43	21
50% to under 80%	17	8.3
Under 50% units of subject	0	0
Total:	205	100

The data in Table No.1 showed that the majority of students attend full of lessons of the courses in the classroom. (70.7% of the students attend 100% of courses, 21% of students attended 80% to less than 100% of courses). Only 8.3% of students attend not enough lessons of courses. According to us, having this results could be due to the students were aware the importance of the courses, and especially by the request of teachers, school. When discussed with some teachers to teach subjects of General Psychology at the University of Tra Vinh we learned during the course of teaching, teachers apply very strict attendance form for points course, students will leave school sessions penalized process and leave more than 20% of the subjects would not be expected final examination.

Table No.2. The level of the positiveness in learning General Psychology of students expressed through acts in the classroom

	Action of learning	Student self-assessment		Review of lecturer	
		GPA	SD	GPA	SD
1	Paying attention all lectures and completing records	2.79	0.46	2.60	0.54
2	Thinking positive, speaking energetically	1.68	0.48	1.80	0.45
3	Actively participate in the activities as discussion groups	2.15	0.62	2.00	0.70
4	Exchanging, asking questions with friends and teachers during school hours	1.88	0.41	1.80	0.45
5	Innovating in Learning, expressing in your own words	2.05	0.67	1.80	0.45
6	Completing the exercises, the task of learning in class	2.44	0.66	2.20	0.45
7	Remembering the basic, important contents in class well	2.44	0.60	2.00	0.70
8	Having determination to overcome difficulties in learning.	2.47	0.56	2.00	0.70
9	Drawing experience to be better in learning	2.58	0.51	2.00	0.70
GPA:		2.27	0.55	2.02	0.57

* Notes: Grade Point Average (GPA) is lower, positiveness of student is lower

General full-scale review, the data on Table No.2 showed that the level of the positiveness in learning General Psychology of students expressed through acts in class was only at average (with GPA scale = 2.27).

Depth analysis, research results showed that the positiveness in difference actions was difference. Most positive level in action "Paying attention all lectures and completing records" with a high grade point average (GPA = 2.79).

To acquire the knowledge of courses effectively, besides attendance, attention and record lectures, students have to "Thinking positive, speaking energetically", "Actively participate in the activities as discussion groups". However, study results showed positivity in the implementation of this action by students at lower than average: act "Thinking positive, speaking energetically" (GPA = 1.68), act "Actively participate in the activities as discussion groups" (GPA = 2.15).

Results from classroom observation showed quiet classroom atmosphere, students are not actively

thinking, most students do not participate of expression construct all, many students are working individually in hours school.

Besides that, study results also showed positiveness in other actions as "Exchanging, asking questions with friends and teachers during school hours"; "Innovating in Learning, expressing in your own words"; "Completing the exercises, the task of learning in class" ... just average expression levels and below average (GPA from 1.88 to 2.58). From these results may show that self-consciousness, actively in the implementation of actions aimed at self-perceived academic subject knowledge of students is not high. This is one of the causes for the learning outcomes of student discipline is limited.

In our opinion, the cause of this problem may be due to students not wishing and motor learning proper subject, course content was incomprehensible abstraction, teaching not evoke interest in learning student ... N.T.L - student in Business Administration majors said "The contents of the courses is not easy to understand, I do not understand completely what lectures say, when I stand before the crowd I should not dare to speak out. The majority of students only answer when teachers call by name".

To clarify the level of the positiveness in learning General Psychology of students expressing through acts in class, besides self-assessment survey of students, we conducted a survey of faculty evaluation. The study results showed that teachers rated positively in academic subjects acting general Psychology class students also only average (GPA = 2.02) (see Table No.2).

Comparing the results of student self-assessment with evaluations of faculty, we noticed a resemblance when most faculty members also said that the most active action in the classroom of students are "Note lecture and take notes all full" (GPA = 2.60), while the other acts as "think positive, constructive pungent remarks sing the song", "actively participated in the activities at discussion groups", "exchange, ask questions with friends and teachers "; "Creativity in learning, expressing his way out"; "Completing the exercises, the task of learning on the class" only average (GPA from 1.80 to 2:20). This result once again confirms the positiveness in learning General Psychology of students expressing through acts in class is not high.

Table No.3. Acts in learning General Psychology of student in class in terms of majors and gender.

No	Expression	Majors		Gender	
		Economic	Society	Male	Female
1	Paying attention all lectures and completing records	2.77	2.82	2.79	2.79
2	Thinking positive, speaking energetically	1.62	1.76	1.67	1.69
3	Actively participate in the activities as discussion groups	2.38	1.84	2.10	2.17
4	Exchanging, asking questions with friends and teachers during school hours	1.94	1.81	1.91	1.88
5	Innovating in Learning, expressing in your own words	2.12	1.95	2.05	2.05
6	Completing the exercises, the task of learning in class	2.54	2.29	2.23	2.54
7	Remembering the basic, important contents in class well	2.40	2.50	2.55	2.38
8	Having determination to overcome difficulties in learning.	2.52	2.40	2.54	2.44
9	Drawing experience to be better in learning	2.54	2.64	2.73	2.49
GPA:		2.31	2.23	2.29	2.25
The level of significance:		$p < 0.05$		$p < 0.05$	

* Notes: Grade Point Average (GPA) is lower, positiveness of student is lower

In terms of majors, survey results in Table 3.3 showed that there is a difference ($p < 0.05$) in the levels of the positiveness in learning General Psychology expressing through acts in class between Economics student and Social's student. The Economic's students were more positive in acts as "Actively participate in the activities as discussion groups"; "Exchanging, asking questions with friends and teachers during school hours"; "Innovating in Learning, expressing in your own words", "Completing the exercises, the task of learning in class". The Social's students were more positive in the acts: "Paying attention all lectures and completing records"; "Remembering the basic, important contents in class well". To find out the cause of this problem we have conducted discussions with faculty lecturer and learned students of Economics and boldly dynamic than in learning, creativity and availability indicated Inquiries with teachers without understanding, the students' em hard and Social sector more gentle but somewhat shy

and passive learning.

In terms of gender, the study results also showed differences in the degree of positive action in Psychology learning classroom between students majored in Economics and Social Sector. The difference is most evident in the expression "*Completing the exercises, the task of learning in class*", female students have more positive expression male students. This result is consistent with the statement of the faculty teaching general psychology, the majority of teachers said that students studied hard and behaved female than male students. Through classroom observation we also see positive female students and male students harder in implementing the teachers give homework.

The level of the positiveness in learning General Psychology of students expressed through acts at home.

In addition to learning in class time, students must actively learning at home. The main study time at home will determine a big part of learning effectiveness of their subjects. Therefore, to achieve high efficiency in learning activities, the school department must regularly active in the study, self-study, self-read documents before and after the lectures. Investigation the positiveness in learning General Psychology of students expressed through acts at home, we obtained the following results:

Table No.4. *Time for self-studying General psychology for a week of students*

Time	Amount	Percentage
None	08	3.9
Under 1 hour	59	28.8
Above 1 to 3 hours	101	49.3
Above 3 to 5 hours	30	14.6
Above 5 hours	07	3.4
Total	205	100

The data in Table No.4 showed that the amount of time that students used to study General Psychology at home is not much. Only 3.4% of students spend over 5 hours/week, 14.6% spend 3 to 5 hours/week to study subjects of general psychology, whereas 49.3% of the students have to spend for 1 to 3 hours/week, 28.8% of students spent less than 1 hour/week and 3.9% of the students are not intended for self-study hours subject Psychology. In fact, at Tra Vinh University, General Psychology courses in all majors ongoing training credit system, so to do well this course students have to spend more time to study at home, students must spend at least 5 or 6 hours/week to invest in subjects such as reading, doing exercise, go to the library, study group with friends ... This result showed the positiveness in self studying Psychology of students is very limited. NTH - student in Khmer Literature majors said "*I mostly just studying Psychology in the classroom, very rarely study at home, I think, for this subject in the classroom learning just enough, furthermore I did not like it much, but teacher nor requested and checks*". Through observation and interviews with some students in the self-study in the library, we found that they mostly spend time learning other subjects, spend very little time for self studying General Psychology.

Table No.5. *The level of the positiveness in learning General Psychology of students expressing through acts at home.*

No	Acts in learning:	Student self-assessment	
		GPA	SD
1	Planning and implementation plan	1.90	0.66
2	Systematizing learned knowledge by the scheme, summarizing, tabulating ...	1.93	0.72
3	Linking theoretical learning and practical applying	2.30	0.67
4	Identifying important of lesson to go deep and expand in learning	2.29	0.63
5	Soliciting more examples of the specific content for each lesson	2.35	0.67
6	Establishing the relationship between knowledge of general psychology with relevant knowledge subjects in the curriculum	2.08	0.64
7	Completing the assignments and tasks of the study requested by the teacher	2.36	0.58
8	Doing more exercise not required by teachers	1.68	0.67
9	Reading all the documents relating to the subject by the teacher introduced	2.08	0.70
10	Looking at the lesson before class	2.00	0.72

11	Finding books, newspapers Psychology in library	1.83	0.68
12	Collecting references all of Psychology on the Internet	1.78	0.69
13	Reviewing and consolidation of knowledge	2.25	0.64
14	Grouping to discuss the issue of lessons	2.01	0.68
15	Often asking questions related to course content and find answers	1.93	0.74
GPA:		2.05	0.67

* Notes: Grade Point Average (GPA) is lower, positiveness of student is lower

General full-scale review, the data on Table No.5 showed that the positiveness in learning General Psychology of students expressed through acts at home at the average (GPA = 2.05). Considering the specific individual actions, findings showed positive levels in each act of learning is difference. A particularly positive action was "fully complete the assignments and tasks assigned home teachers" (GPA = 2.36), followed by actions such as: "Try to get some examples for the specific content of the lesson" (GPA = 2.35), "Attach learning to apply the theoretical and practical contact" (GPA = 3.30), "Determining the content of the lesson important to go deep learn, expand" (GPA = 2.29), "Review and consolidation of knowledge" (GPA = 2.25) ... The acts of learning have a very important role to help students open width, deepen their knowledge of subjects such as "Doing more exercise does not require teachers", "Find the reading of Psychology in the Library", "Collected References Psychology Online Internet" is performed with a relatively low positive rates (from 1.68 to 1.83 GPA). This result showed that outside class students interested in study subjects but not really active, while students primarily interested in the implementation of actions aimed at field study Assembly and reinforce the knowledge learned in the classroom, but not really interested in learning actions to deepen and expand the knowledge of the subject. The cause of this problem may be because students do not really love the subject.

Table No.6. Acts in learning General Psychology of student in class in terms of majors and gender.

No	Expression	Majors		Gender	
		Economic	Society	Male	Female
1	Planning and implementation plan	1.86	1.95	2.10	1.80
2	Systematizing learned knowledge by the scheme, summarizing, tabulating ...	1.95	1.91	2.10	1.85
3	Linking theoretical learning and practical applying	2.27	2.35	2.36	2.27
4	Identifying important of lesson to go deep and expand in learning	2.21	2.40	2.40	2.23
5	Soliciting more examples of the specific content for each lesson	2.37	2.32	2.42	2.32
6	Establishing the relationship between knowledge of general psychology with relevant knowledge subjects in the curriculum	2.12	2.04	2.06	2.10
7	Completing the assignments and tasks of the study requested by the teacher	2.42	2.29	2.36	2.36
8	Doing more exercise not required by teachers	1.71	1.64	1.69	1.68
9	Reading all the documents relating to the subject by the teacher introduced	2.07	2.10	2.01	2.22
10	Looking at the lesson before class	2.00	2.00	2.07	1.97
11	Finding books, newspapers Psychology in library	1.90	1.74	1.87	1.82
12	Collecting references all of Psychology on the Internet	1.84	1.69	1.90	1.72
13	Reviewing and consolidation of knowledge	2.24	2.26	2.30	2.23
14	Grouping to discuss the issue of lessons	2.00	2.04	2.12	1.96
15	Often asking questions related to course content and find answers	1.97	1.88	2.04	1.88
GPA:		2.06	2.04	2.12	2.03
The level of significance:		$p > 0.05$		$p < 0.05$	

* Notes: Grade Point Average (GPA) is lower, positiveness of student is lower

In terms of majors, survey results in Table No.6 showed that no differences were statistically significant

($p > 0.05$) in the level of self-act positively in studying Psychology Foundation between student branch block Economic and Social student branch block.

However, from the specific data in the table No.6 can be seen between students in Economics and students in Social have certain differences in the levels of positive in the different learning actions. Economics students are more positive in acts as: "*The system of knowledge of the scheme, summarize, tabulate,*" "*Collected References Psychology Online Internet*", "*often questioned and answered himself*"... According to researchers, the cause of this problem is due to influences from the many majors learning methods. Meanwhile, Social students are more positive in acts as "*academic planning and strict implementation plan,*" "*linking learning to apply the theoretical and practical contact*", "*identify where important to go deep to learn*", "*read the document lecturers introduced*". This can be explained by the study habits and knowledge by General Psychology close and more relevant to the content of the courses in the fields of social sciences.

In terms of gender, the research results showed that the positiveness in learning General Psychology at home of male students are more than female's, but the difference is not large (GPA = 2.12 against 2.03, $p < 0.05$). Male students more positive in the actions: "*academic planning and strict implementation plan*", "*codified knowledge by charts, summaries, set the table ...*", "*identify important site for an insight, expand*", "*collecting all references to Psychology in the Internet*", "*a group to discuss the issue of lessons*". Female students are more positive in the actions: "*read the document introduces faculty*", "*establish the relationship between knowledge of general psychology with knowledge of the subject involved in the program*".

Thus, the above results showed that the positive level in self-study General Psychology expressed through acts of students were not high, especially, students were not really positive in learning to deepen and expand knowledge.

The level of the positiveness in learning General Psychology of students expressed through acts

Synthesis findings exhibited two aspects of positive action in Psychology study of their undergraduate students, we get the following results:

Table No.7. *The level of the positiveness in learning General Psychology of students expressed through acts*

No	Espects:	GPA	SD	The level of significance
1	The positiveness <i>expressed</i> through acts in class	2.17	0.55	$p < 0.05$
2	The positiveness <i>expressed</i> through acts at home	2.05	0.67	
GPA:		2.11	0.61	

From the data in Table No.7 can receive the positiveness in study General Psychology of students expression in action at Medium. The degree of positive action in class was higher the degree of positive action at home, but the difference is not large, and were at average (GPA = 2.17 compared to 2.05, $p < 0.05$). This result showed that students do not really positive in learning Psychology, particularly in self-learning acts. To improve the effectiveness of teaching and learning in General Psychology courses, this is one of the problems that students, teachers and schools should be particularly concerned.

Correlation analysis results showed the positive levels in learning General Psychology acts in class and the positive levels in learning General Psychology acts at home have relationship together, it was quite closely ($r = 0.58$, $p < 0.05$). This means that when the positive levels in learning acts in the classroom change, the level of positive in learning acts at home will change in the same way or with the same increase or decrease. This also means improving positiveness in learning General Psychology acts in the classroom will be contribute to raising the level of positive in learning General Psychology acts at home of students and vice versa.

CONCLUSION

The positiveness in learning is one of the factors that decided learning outcomes of students. In the psychological structure of the positiveness in learning, action is a most clearly aspect and immediate decision to learning effective. Results of research on the positiveness in learning General Psychology of Tra Vinh University's student expressed through acts was not high, students were not really positive in learning this course at both learning in the classroom and learning at home. This situation may be influenced by many different factors, to improve the effectiveness of teaching subjects, teachers and schools need to clarify the factors that influence, which sets out measures to enhance positiveness in learning of students.

REFERENCES

1. Aristova.L. (1986). *Positiveness in learning of students*. Education publisher.
2. Đỗ Thi Coong. (2003). *Positiveness in learning Psychology course of students at Haiphong Pedagogical University*. Doctor thesis in Psychology. Hanoi National University of Education.
3. Hoang The Hai. (2011). *Positiveness in learning General Psychology of Hue Pedagogical University's student*. Master thesis in Psychology. Hue University of Education.
4. Tran Thu Huong. (2007). "The positiveness in learning of student of University of Social Sciences and Humanities". *Journal of Psychology*, 10, p.54 - 58.
5. Kharlamôp I.F. (1979). *How to promote positiveness in learning of students*. Education publisher. Ha Noi.
6. Nguyen Xuan Thuc. (2005). "To discuss about "Positiveness" in Psychology". *Journal of Psychology*, No. 01, p. 64-67.
7. Pham Van Tuan. (2011). *Positiveness in learning General Psychology of Tra Vinh University's student*. Master thesis in Psychology. Pedagogical University of Ho Chi Minh City.

CITATION OF THIS ARTICLE

Pham Van Tuan. Positiveness in Learning General Psychology of Tra Vinh University's Student Expressed through Acts . *Bull. Env. Pharmacol. Life Sci*, Vol 4 [9] August 2015: 20-26