



STATUS OF EXTRACURRICULAR SPORTS ACTIVITIES OF STUDENTS AT TRA VINH UNIVERSITY, VIETNAM

Kien Hau¹ⁱ,

Nguyen Toan Nang¹,

Le Thi Thu Ha¹,

Nguyen Phạm Thanh Thuy An²,

Nguyen Quang Vinh²

¹School of Physical Education,
Tra Vinh University,
Vietnam

²Ho Chi Minh City University of
Physical Education and Sport,
Vietnam

Abstract:

Extracurricular Sports Activities are voluntary and organized physical activities conducted outside of regular academic hours, designed to suit the interests, gender, ages, and health conditions of students. This research was conducted with the aim of providing information on the status of extracurricular Sports activities among students at Tra Vinh University, Vietnam. The research employed research methods such as literature synthesis and analysis, sociological survey, and statistical mathematics to address the aims of the research. The study sample includes 750 students at Tra Vinh University. The findings indicate that students primarily participated in volleyball, soccer, ping pong, pantaque, and pickleball. The form of training is mainly categorized in self-practice, in teams, or in clubs without coaches, exercised for over an hour, trained at the dormitory, sports center, and participated in the evening after class and in the morning. The sports clubs were found to be spontaneous, passive, uncoordinated, and dependent, thus lacking consistency and quality.

Keywords: extracurricular sport activities, students, Tra Vinh University, Vietnam

1. Rationale/Introduction

Sport activities development in schools is an objective necessity and an important aspect of social policy, a proactive measure to preserve and improve the health of students, particularly and the entire population generally, and serves the national political,

ⁱ Correspondence: email haukien@tvu.edu.vn

economic, social and national defense missions, meeting the spiritual and cultural needs of people. School sports must be nationalistic, scientific, and grassroots-oriented. They should promote traditional cultural values, ensure scientific characteristics in training and competition, and be compatible with all student demographics in all locations [1], [2]. Extracurricular sports activities are the most effective measure for students to participate in sports activities in the current development status of society and Physical Education.

The extracurricular is defined as *“activities that occur outside the main curriculum”* [3]. According to Cole, Rubin, Field and Giles, 2007, the attendance of student in extracurricular activities was determined as an important aspect of education experience [4]; Rubin, Bommer and Baldwin (2002) thought that extracurricular activities is *“foundation for student to practice using, improving, and developing their individual communication skills”* [5]. Similarly, Rynes, Trank, Lawson and Ilies (2003) surveyed employers and found that the attendance of students in extracurricular activities was an effective method of practicing leadership and communication skills [6]; Barnett (2007) described extracurricular activities as *“activities of sports, academic clubs, student associations, and special benefit group”* [7]; Fredricks and Eccles (2006) also described extracurricular activities under an activities perspective as *“not only all of scholars but also individual that support the adolescent development argued that participation in adequate quality extracurricular activities such as sports club and school is an efficient use of leisure time in adolescent, etc.”* [8]; According to Bartkus, K. R., et al. (2012), extracurricular sports activities took place outside of classroom time or main curriculum; are under school’s administration; Do not provide grading or accumulative credits system; Are academic or non-academic in nature; Participant could be voluntary or optional [9]

Take into account the status of our country, extracurricular activities are defined according to Decision no 14/2001/QĐ-BGDĐT as *“the academic curriculum is physical Education according to the prescribed program; the extracurricular sports activities are executed in accordance with the schools’ curriculum and educational management levels”* [10]. Regulation on organizing extracurricular sports activities for students with the purpose of organizing extracurricular sports activities in school to motivate and encourage students to voluntarily participate in sports training, forming the habit of regular physical training for students. Circular no. 48/2020/QĐ-BGDĐT on regulations on physical and sports activities in schools clearly states the content of organizing sports activities, the tasks and rights of the teachers and lecturers teaching physical education [12]. *“Extracurricular sports activities must be strictly monitored, planned appropriately, and ensured in terms of finance, facilities, venues, equipment, and meeting the needs of students.”*

In some developed countries, students are encouraged to participate in extracurricular sports activities. In particular, Japan has long been concerned with extracurricular sports in schools. Japanese schools not only provide a curriculum according to the government's program but also establish extracurricular sports activities. Japanese teachers not only teach students in the classroom but also manage extracurricular sports activities outside the classroom (Nakazawa Atsushi, 2011) [13].

Furthermore, students rarely engage in activities throughout the entire time, as it includes the preparation and teaching time of teachers. In Australia, physical activity has been identified as an important factor contributing to maintaining overall good health for students by the Australian Bureau of Statistics, 2012 [14].

Following this trend, Tra Vinh University is very concerned with developing extracurricular sports based on the basis of establishing several sports clubs such as: Pickleball Club, Men's Football Club, Women's Football Club, Volleyball Club, Pantaque Club, etc. However, these clubs are established and operated with various methods, lacking a streamlined model. Therefore, attracting a large number of students to participate is still hindered. The activities of the sports clubs have not been studied and evaluated for organizational and management effectiveness, nor have there been criteria and standards for assessing the level of participants. Based on these practical issues, we conducted the study *"Status of extracurricular sports activities for students at Tra Vinh University, Vietnam."*

2. Research Methods

2.1 Participants

The survey subjects are students at Tra Vinh University, physical education lecturers and coaches. The study uses non-random judgment sampling methods. Sample size: 750 students, consisting of 625 regular students (414 students) and irregular students (211) participating in extracurricular sports.

2.2 Methods

To implement the above content, the article uses the following methods:

- Document synthesis and analysis method to systematize knowledge related to the research content, helping to build a theoretical basis for the research; selecting research methods; selecting content to build survey questionnaires, analyzing and discussing research results.
- Sociological investigation method was applied to survey 750 students who regularly participate in extracurricular sports and (414 students) (211 students) who irregularly participate in extracurricular sports, 68 collaborators, lecturers, and physical education coaches about extracurricular sports activities at Tra Vinh University.
- Statistical mathematics method to process and analyze collected data with the support of SPSS 22.0 software.

3. Findings and Discussion

3.1 The State of Tra Vinh University Participating in Sport Clubs

3.1.1 The Purpose of Participation

The study surveyed the aims of 750 students when participating in extracurricular sports activities through a questionnaire. The results of the interview on the aim of Tra Vinh

University students participating in extracurricular sports activities are presented in Table 1 below.

Table 1: The results of the survey on the aim of Tra Vinh University students participating in extracurricular sports activities

Order	Questions	Quantity	Percentage
1	Do you participate in extracurricular sports activities (750 students)		
	Regularly	414	55,2
	Unusually	211	28,1
	Do not participate	125	16,7
2	Purpose of participating in extracurricular sports activities? (625 students)		
	Training for health	186	29,8
	Improve competition performance	167	26,7
	Passion in sports	112	17,9
	Get extra training point	160	25,6
3	Reason for not participating in extracurricular sports activities (125 students)		
	Passionless	37	29,6
	Spending too much time for classes	26	20,8
	Training without proper instruction from coaches.	62	49,6

The interview results in Table 1 about the purpose of participation in extracurricular activities of Tra Vinh University students show that more than 83.3% of students participate in extracurricular sports activities with an appropriate purpose. However, there is a minor number of students who did not participate in extracurricular activities, accounting for 16.7%.

The research surveyed 625 students about the aim of training and participating in extracurricular activities. The results showed that training for health accounted for the highest percentage of 29.8%, improving competition performance rating 26.7%, participating for getting extra training points rating 25.6% and participating in extracurricular activities driven by passion rating 16.7%. The reasons for 125 students who did not participate in extracurricular activities are training without proper instruction from coaches, with the highest percentage of 49.6%. The second highest percentage, 29.6%, is attributed to students lacking passion, while the lowest, 20.8%, is categorized as “spending too much time on classes”

3.1.2 Contents of Extracurricular Activities

The research surveyed 625 students, who participated in extracurricular activities on the content of students’ training. The results are shown in Table 2.

Table 2: The results of Tra Vinh University students' training content for extra-curricular activities

No.	Contents of training	Number	Percentage
1	Soccer	134	21.44
2	Volleyball	136	21.76
3	Ping pong	108	17.28
4	Pantague	95	15.2
5	Pickleball	78	12.48
6	Martial arts	62	9.92
7	Others	12	1.92

The majority of TVU students participated in Volleyball with 21.44%, and the minority was others with 1.92%. The content of training with more than 20% students participating in soccer rated 21.44%; from 10 - 20% is Ping pong (17.28%), Pantague (15.20%), Pickleball (12.48%) and under 10% is martial arts (9.92%).

3.1.3 Form of Training

The research surveyed 625 students, who participated in extracurricular activities, in the form of students' training. The results are shown in Table 3.

Table 3: The results of a survey on TVU students' form of training in participating in extracurricular activities (n=625)

No.	Survey content		Quantity	Percentage
1	Group of training	Teams	98	15.68
		Groups, classes	175	28.00
		Clubs	158	25.28
		Self-training	194	31.04
		Total	625	100.0
2	Form of training	With coaches	216	34.56
		Without coaches	367	58.72
		Both	42	6.72
		Total	625	100.0
3	Training duration	Under 30 minutes	46	7.36
		30 minutes to 1 hour	115	18.40
		1 hour to 2 hours	258	41.28
		More than 2 hours	206	32.96
		Total	625	100.0
4	Training location	Dormitory	415	66.40
		Sports centers	168	26.88
		Parks	42	6.72
		Others	0	0.00
		Total	625	100.0
5	Time of training	Morning	125	20.00
		Midday	29	4.64
		Afternoon	435	69.60
		In free time	36	5.76
		Total	625	100.0

The statistics of Table 3 indicate that:

- **Form of training:** The most common form of training of TVU students for extracurricular activities was self-making up with the highest percentage of 31.04%, and the least common was teams, with 15.68%. In addition, 28% and 25.28% of students choose to play in teams and clubs, respectively.
- **Form of training organization:** Most TVU students participated in extracurricular activities without proper instruction and coaches, which accounted for 58.72%. There was a minority of 6.72% of students who participated in extracurricular activities. The percentage of students practising with a coach is 34.56%.
- **Duration of training:** Students who spent 1 to 2 hours practicing extracurricular activities took the highest percentage of 41.28%, while the lowest, 7.36%, were students who dedicated under 30 minutes to extracurricular activities. The next two groups are students who practice for more than 2 hours and from 30 minutes to 1 hour, making up 32.96% and 18.40% respectively.
- **Training location:** The most TVU students choose to practice in the dormitory, accounting for 66.40%, and the lowest is others, accounting for 0.0%, practicing at the sports center, accounting for 26.88% and practicing in the park, accounting for 6.72%.
- **Training time:** The reality of TVU students practicing the most is in the afternoon after school, accounting for 69.60%, and the lowest is at noon, accounting for 4.64%; next is practicing at any time when free, accounting for 5.76% and in the morning, accounting for 20.0%.

The above analysis shows that the current form of practicing extracurricular activities of students at TVU is mostly self-training and training in teams, groups, clubs (74.32%), without instructors (58.72%), training for more than 1 hour (74.24%), training in dormitory and sport centers (93.28%), training in the afternoon after school and in the morning (89.60%).

3.3 The Status of Organizing Sports Clubs for TVU Students at Tra Vinh University

The article analyzes the status of sports clubs for TVU students. The results are presented in the table below.

Table 3 shows that TVU has 8 active sports clubs. The organization of sports clubs at the University is still spontaneous, passive, unsynchronised and dependent, so it is not regular and continuous, and the quality is not high. Some clubs only operate when preparing to participate in a tournament. Some clubs do not collect fees, so they only operate during the time the field is not used for services. Most of the students who asked about the organization of the school's sports club all said that the sports club activities are spontaneous and self-organized without a specific program or plan, and without instructors or coaches. This is the basis for proposing solutions to organize sports clubs for students of TVU.

Table 3: The status of sport clubs for TVU students

No.	Clubs	Management Methods
1	Ping pong club	<ul style="list-style-type: none"> - Managed by lecturers - Membership fee - Self-practice - No coaches - Practice time: 5pm - 8:30pm
2	Pantague club	<ul style="list-style-type: none"> - Managed by lecturers - Self-practice - No coaches - Free - Practice time: 5pm - 8:00pm
3	Pickleball club	<ul style="list-style-type: none"> - Managed by lecturers. - Self-practice - No coaches - Free - Practice time: 5pm - 8:30pm
4	Volleyball club	<ul style="list-style-type: none"> - Managed by lecturers - Free - Form: the university's volleyball team - With coaches. - Practice time: 5pm - 8:30pm (Monday, Wednesday, Friday)
5	Men's soccer club	<ul style="list-style-type: none"> - Managed by lecturers. - Free - Form: the university's soccer team. - With coaches. - Practice time: when participating in competitions.
6	Women's soccer club	<ul style="list-style-type: none"> - Managed by lecturers. - Free - Form: the university's soccer team. - With coaches - Practice time: from 8pm to 9pm
7	Taekwondo club	<ul style="list-style-type: none"> - Managed by students - Pay by course. - With coaches. - Practice time: from 6pm to 8:30pm
8	Vovinam club	<ul style="list-style-type: none"> - Managed by students - Pay by course. - With coaches. - Practice time: from 6pm to 8:30pm

4. Conclusion

From the research results, the study draws the following conclusions:

The current purpose of TVU students participating in extracurricular training is appropriate. The students participating in extracurricular sports are mainly volleyball, soccer, table tennis, Pantague, and Pickleball. The form of training is mostly self-practice and practice in teams, groups, clubs, without instructors, practice for more than 01-hour, practice at dormitories and sports centers, practice in the afternoon after school and in

the morning. TVU has 8 active sports clubs. The organization of the school's sports club is still spontaneous, passive, unsynchronised and dependent, therefore, it is not regular and continuous, and the quality is not high.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Kien Hau has been a physical education teacher at School of Physical Education, Tra Vinh University, Vietnam.

Nguyen Toan Nang has been a physical education teacher at School of Physical Education, Tra Vinh University, Vietnam.

Le Thị Thu Ha has been working at School of Physical Education, Tra Vinh University, Vietnam.

Nguyen Pham Thanh Thuy An has been a physical education teacher Ho Chi Minh City University of Physical Education and Sports, Vietnam.

Nguyen Quang Vinh has been the Vice Principal, Ho Chi Minh City University of Physical Education and Sports, Vietnam.

References

1. Central Executive Committee of the Communist Party of Vietnam (2011), Documents of the 11th National Party Congress, National Political Publishing House, Hanoi.
2. Central Executive Committee of the Communist Party of Vietnam (2011), Resolution No. 08-NQ/TW dated December 1, 2011 of the Politburo on "Strengthening the leadership of the Party, creating strong development steps in physical training and sports by 2020".
3. <http://www.thefreedictionary.com/extracurricular>.
4. Cole, M.S., Rubin, R.S., Feild, H.S. & Giles, W.F. (2007). Recruiters' perceptions and use of applicant résumé information: Screening the recent graduate. *Applied Psychology: An International Review*, 56(2) 319-343.
5. Rubin, R.S., Bommer, W.H., & Baldwin, T.T. (2002). Using extracurricular activity as an indicator of interpersonal skill: Prudent evaluation or recruiting malpractice? *Human Resource Management*, (41) 441-454.
6. Rynes, S.L., Trank, C.Q., Lawson, A.M., & Ilies, R. (2003). Behavioral coursework in business education: Growing evidence of a legitimacy crisis. *Academy of Management Learning & Education*, (2) 269-283.
7. Barnett, L. (2007). "Winners" and "losers": The effects of being allowed or denied entry into competitive extracurricular activities. *Journal of Leisure Research*. 39 316-341.
8. Fredricks, J.A., & Eccles, J.S. (2006a). Is extracurricular participation associated with beneficial outcomes: Concurrent and longitudinal relations? *Developmental Psychology*, (42) 698-713.

9. Bartkus, K.R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying the meaning of extracurricular activity: A literature review of definitions. *American Journal of Business Education (AJBE)*, 5(6), 693-704.
10. The Ministry of Education and Training (2001), Decision No. 14/2001/QĐ-BGDĐT dated May 3, 2001 Promulgating the Regulations on Physical Education and School Health.
11. The Ministry of Education and Training (2008), Decision No. 72/2008/QĐ-BGDĐT dated December 23rd, 2008 on promulgating Regulations on organizing Extracurricular Sports activities for Students.
12. Circular 48/2020/TT-BGDĐT dated December 31, 2020 Regulations on sports activities in schools.
13. Nakazawa, A. (2011). A postwar history of extracurricular sport activities in Japan (1): Focusing on the transition of the actual situation and policy. *Hitotsubashi Bulletin of Social Sciences*, 3, 25–46.
14. Australian Bureau of Statistics. (2013). Australian health study: Physical activity, 2011–12. Retrieved from <http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/462FBA87B642FCA4CA257BAC0015F3CE?opendocument>.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons attribution 4.0 International License \(CC BY 4.0\)](#).