



DEVELOPING AN EXTRACURRICULAR SPORTS ORGANIZATION FOR STUDENTS AT CAN THO UNIVERSITY DORMITORY, VIETNAM

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Abstract:

Extracurricular sports activities are voluntary athletic pursuits arranged outside of regular class hours, tailored to the interests, gender, age, and health of students and university students. Extracurricular sports activities constitute a vital element of school athletics and serve as a key avenue for fulfilling the aims and objectives of school sports. The objective of this study is to establish a model of extracurricular activities organization for students residing in the Can Tho University dormitory, Vietnam. The research employed established scientific methodologies, including document synthesis and analysis, interviews, and statistical computations, to fulfill the research objectives. The research participants consisted of 27 administrators and lecturers, along with 392 students residing in the Can Tho University dormitory. The research findings have identified the following modalities of extracurricular physical education and sports organization for students residing in the Can Tho University dormitory: individual training, team training, and sports club training among students. The results demonstrate that the newly implemented form of extracurricular sports training is effective; however, the difference is not statistically significant ($sig > 0.05$). Additionally, the number of students engaging in extracurricular sports training increased more than prior to the experiment ($sig < 0.05$).

Keywords: training organization forms; extracurricular sports; students; dormitory; Can Tho University

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1. Introduction

Sports in general, and physical education and school sports in particular, are of great concern to our Party and State, as evidenced by the formulation of sports policies and perspectives, which are consistently reflected in the Party's guidelines, such as: Conclusion No. 70-KL/TW, dated January 31, 2024, on the development of sports in the new period: "... *Improve the quality of physical education, develop various types of activities, and create conditions for students to participate in sports activities and develop physically...*" [1]; the Law on Physical Education and Sports (2018) stipulates: "... *Sports activities in schools are voluntary activities for learners, organized through extracurricular methods suitable for their interests, gender, age, and health, with the aim of achieving comprehensive education*" [2]; The Vietnamese sports development strategy to 2030, with a vision to 2045, states, "... *Organize extracurricular sports activities in a personalized manner, suitable for the interests, psychological and physiological characteristics, and age groups of students, with an emphasis on swimming, traditional martial arts, and other appropriate sports. Vigorously establish a diverse range of school sports and fitness organizations*" [3]; Circular No. 48/2020/QD-BGDDT Regulations pertaining to indoor sports activities within educational institutions are outlined as follows: (1) Sports Club: Initiate, oversee, and cultivate sports organizations aligned with the school's specific circumstances and the training requirements, interests, and well-being of students... (2) Sports Training and Competition: Develop and sustain consistent training programs for gifted sports teams across various disciplines, serving as the foundation of the school's athletic initiatives; organize and routinely conduct morning exercises and midday physical activities; efficiently utilize the school's sports facilities and integrate exercises with music to foster a lively and engaging environment, encouraging students to participate actively... [4].

Extracurricular activities are defined as activities conducted beyond the scope of the school's standard curriculum [5]. Numerous scholars hold diverse perspectives regarding the concept of extracurricular activities: According to Cole, Rubin, Feild, and Giles (2007), student involvement in extracurricular activities has been identified as an important aspect of the educational experience [6]; Rubin, Bommer, and Baldwin (2002) stated that "*extracurricular activities are where students seek to use, and can hone and develop their interpersonal communication skills*" [7]; Similarly, Rynes, Trank, Lawson, and Ilies (2003) surveyed employers and found that student involvement in extracurricular activities was considered an effective way to develop leadership and interpersonal communication skills [8]; Barnett (2007) described extracurricular activities from an activity perspective: "...*sports, academic clubs, student government, and special interest groups*" [9]; Fredricks and Eccles (2006) also described extracurricular activities from an activity perspective: "*Both scholars and youth development policy advocates argue that participating in high-quality extracurricular activities, such as sports clubs and school, is an effective use of adolescents' leisure time...*" [10]; According to Bartkus, K. R., and colleagues. (2012) synthesized from various research results to define extracurricular activities, including

the following points: The activity takes place outside of the standard school hours; under the administration of the institution, neither academic scores nor cumulative credit hours are provided; this applies to both academic and non-academic activities; participants may volunteer or opt to participate [11].

Extracurricular sports and physical activities are voluntary athletic and physical pursuits arranged outside of regular class hours, "*appropriate to the interests, gender, age, and health of students*" [12]. According to Article 2 of Government Decree [13] and the consolidated document No. 09/VBHN-VPQH, dated June 29, 2018, issued by the National Assembly Office concerning Article 20 of the Law on Physical Education and Sports, it is explicitly stated that "*Physical education and sports activities in schools are voluntary activities of learners organized as extracurricular programs tailored to their interests, gender, age, and health, intending to provide opportunities for learners to exercise their right to play, entertain, and develop their athletic talents.*" Therefore, extracurricular physical education and sports activities can be regarded as voluntary physical education and athletic training programs organized by schools and organizations outside of regular class hours, customized according to students' interests, gender, age, and health status, to offer students opportunities to exercise their right to play, engage in recreation, and cultivate their athletic abilities. Extracurricular sports play a significant role in education and school athletics. Extracurricular activities, when integrated with instructional activities, form a comprehensive school educational framework that supports the attainment of academic goals and objectives. Extracurricular sports, in conjunction with physical education within the curriculum, constitute an integrated component of school athletics that coexist, support, and complement one another, rendering both elements dispensable. Therefore, extracurricular sports activities constitute a vital element of school athletics and represent an essential avenue for attaining the aims and objectives of school sports. Therefore, in the absence of extracurricular sports, school sports remain inadequate [15]. Considering the aforementioned reasons, I undertook an investigation on the subject: "Developing an extracurricular sports organization for students at Can Tho University dormitory, Vietnam".

2. Materials and methods

2.1 Methods

The document synthesis analysis method aimed to gather information about document sources, synthesize and analyze knowledge within the research domain to establish a theoretical foundation for the study, select appropriate research methodologies, determine the content for survey development, and interpret and discuss research findings.

The sociological research method was employed to survey 392 students concerning the evaluation criteria for extracurricular physical education and sports organization activities at the Can Tho University dormitory. The topic employs a Likert

scale to survey and evaluate the degree of the questions (ranging from 1 to 5 points). To establish a foundation for assessment, the subject is assessed according to the following levels: 1.00 to 1.80: Level 1 (Highly unnecessary); 1.81 to 2.60: Level 2 (Unnecessary); 2.61 to 3.40: Level 3 (Neutral); 3.41 to 4.20: Level 4 (Necessary); 4.21 to 5.00: Level 5 (Highly Necessary)

Statistical methods are used to process and analyze the data collected during the research process. All data were calculated with the assistance of SPSS 22.0. The outcomes include mean (M), standard deviation (SD), and chi-squared test.

2.2 Participants

2.2.1 Testees

392 students are studying and living at Can Tho University's dormitory.

2.2.2 Surveyees

27 administrators and physical education specialists from within and outside Can Tho University.

3. Results

We carried out the study in three stages to establish and coordinate extracurricular athletics training programs for students living in the Can Tho University dormitory.

- **Step 1:** Consolidate methods of organizing extracurricular sports and physical activities for students based on research by both domestic and international authors.
- **Step 2:** Conduct interviews with management personnel and specialists to determine the appropriate form of extracurricular sports training for students at the Can Tho University dormitory, focusing on the organization of such training.
- **Step 3:** Assess the efficacy of various forms of extracurricular sports organizations for students residing in the Can Tho University dormitory.

3.1. Synthesize the various forms of extracurricular physical education and sports organizations for students based on research works by both domestic and international authors

The synthesis of extracurricular physical education forms and sports organization models for students is based on various research studies conducted by both domestic and international authors, such as Pham Duy Khanh (2015) [16], Nguyen Gang (2015) [17], Tran Ngoc Cuong (2018) [18], Nguyen Ngoc Minh (2018) [19], Dao Chanh Thuc (2020) [20], Nguyen Trong Tai (2022) [21], Nguyen Hieu Tri (2023) [22], and Mai Van Ngoan (2024) [23]; the research findings have developed various models of extracurricular physical education and sports organizations for students residing in Can Tho University dormitory. These models integrate the Sports Center with the dormitory facilities and

encompass: individual training for students, group training, combined individual and group training, combined group and sports club training, sports club training, and training for student sports teams. In the aforementioned studies, solely the research conducted by author Mai Van Ngoan (2024) pertains to the coordination of extracurricular sports training for students residing in dormitory [24].

Based on the synthesized findings from various research papers by domestic and international authors regarding extracurricular sports training organization for students, and considering the specific characteristics of sports activities among Can Tho University students, this study identifies the following modes of extracurricular sports training organization for students residing in the Can Tho University dormitories: individual training, group training, sports club training, and student sports team training.

3.2. Conduct interviews with managers and experts regarding the coordination of extracurricular sports training for students to determine the most appropriate form of extracurricular sports activities for students at Can Tho University dormitory

Based on the synthesis of findings, the study formulated a questionnaire and conducted interviews with 27 management officials and physical education experts from both within and outside Can Tho University. Responses were classified into five levels: 1. Highly unnecessary, 2. Unnecessary, 3. Neutral, 4. Necessary, 5. Highly Necessary. The findings are displayed in Table 1.

Table 1: Results of the interview regarding the selection of extracurricular sports and physical activity organizational formats for students residing in the Can Tho University dormitory (n = 27)

TT	Forms of extracurricular sports training organization	Necessity	
		X	S
1	Individual training for students	4.19	0.68
2	Group training for students	4.26	0.53
3	Sports club training	4.33	0.48
4	Training for talented student sports teams	3.37	0.63

The interview results presented in Table 1 of the study identify the forms selected by management personnel and physical education instructors, each exhibiting an average necessity score of 3.41 or above. The results identified three modes of extracurricular sports training organization for students at the Can Tho University dormitory: (1) individual training among students, (2) team training among students, and (3) sports club training among students.

3.3. The study assessed the efficacy of organizational structures for extracurricular sports training among students at the Can Tho University dormitory

To assess the organization of extracurricular sports training, the study surveyed 392 students currently residing and enrolled at the Can Tho University dormitory. The

evaluation was conducted based on the criteria for organizing sports training established for the research subjects during both the initial and post-intervention phases. The discrepancy between the two examinations was assessed utilizing the squared index, and the results are displayed in Table 2.

Table 2: Compare the findings of a survey conducted among students residing in dormitories concerning the organization of extracurricular sports activities during the 2023-2024 and 2024-2025 academic years

Criteria	Time Content	Initially 2023-2024		After the experiment 2024-2025		χ^2	Sig
		Quantity	%	Quantity	%		
1	The importance of extracurricular physical education and sports activities	Rating level 4-5	311	79.4	351	88.19	2.84 0.092
	Clearly understand the extracurricular sports activities organized at the dormitory.	Rating level 4-5	189	48.2	205	51.50	0.22 0.641
2	Level of satisfaction with extracurricular sports activities at the dormitory	Rating level 4-5	178	45.4	198	49.74	0.38 0.539
	Facilities for extracurricular sports activities at the dormitory	Rating level 4-5	180	45.9	210	52.76	0.94 0.332
3	Consistently engage in extracurricular athletics and physical activities.	Count of student who engage in regular physical activity	142	36.2	197	49.49	3.61 0.058
4	Level of satisfaction with the diversity of sports organized at the dormitory	Rating level 4-5	196	50.0	245	61.5	2.68 0.102
	Extracurricular sports training forms	Self-training	279	71.2	296	74.3	0.24 0.622
		Group training	168	42.9	211	53.0	2.04 0.153
		Training at sports clubs	44	11.2	77	19.34	2.56 0.110
		Training at talented student sports teams	17	4.3	20	5.0	0.06 0.814
	Needs and preferences for practicing the sport	Number of sports	(4) Running, walking, badminton, volleyball		(6) Running, walking, badminton,		

				volleyball, soccer, shuttlecock			
5	Sports team	Quantity (name)	(4) Running (2) Walking (2)		(7) Running (3) Walking (3) Gymnastics (1)		
			Number of students participating	38	9.7	75	18.84 3.41 0.065
6	Annual Sports Tournament	(Quantity) name	(3) Group jump rope. Slow cycling – doubles walking		(4) Running, badminton, volleyball, shuttlecock		
			Number of students participating	205	52.29	265	66.5 4.19 0.041
7	Facilities	(Quantity) Court	(8) Volleyball court (4), badminton court (4)		(10) Volleyball court (4), badminton court (4) shuttlecock court (2)		
8	Extracurricular sports can improve health and fitness.	Rating level 4-5	370	94.3	381	95.7	0.21 0.050
	Participating in extracurricular sports can help reduce stress and boost morale.	Rating level 4-5	342	87.2	368	92.4	1.48 0.224
	Participating in extracurricular sports helps strengthen bonds with fellow students.	Rating level 4-5	337	85.9	358	89.9	0.75 0.386

The data in Table 2 show:

Criteria 1. Evaluate students' perceptions of extracurricular athletic activities.

The recognition of the significance of extracurricular physical education and sports activities among students during the 2024-2025 academic year exceeds that of the 2023-

2024 academic year by 1.4% ($\chi^2_{tinh} = 2.48 < \chi^2_{05} = 3.84$; $Sig = 0.092 > 0.05$); however, this difference is not statistically significant.

During the 2024-2025 academic year, awareness of extracurricular sports activities

organized at student dormitory is 3.3% higher than in the 2023-2024 academic year ($\chi^2_{tinh} = 0.22 < \chi^2_{05} = 3.84$; $Sig = 0.641 > 0.05$); however, this difference is not statistically significant.

Criteria 2. The satisfaction level with extracurricular sports activities at the dormitory for the 2024-2025 academic year is 4.34% higher than that for the 2023-2024 academic year ($\chi^2_{tinh} = 0.38 < \chi^2_{05} = 3.84$; $Sig = 0.539 > 0.05$), and this difference is not statistically significant. The satisfaction level with the facilities for extracurricular sports activities at the student dormitories for the 2024-2025 academic year is 6.86% higher than that of the 2023-2024 academic year ($\chi^2_{tinh} = 0.94 < \chi^2_{05} = 3.84$; $Sig = 0.332 > 0.05$), and this difference is not statistically significant.

Criteria 3. The proportion of students participating regularly in extracurricular athletics during the 2024-2025 academic year is 13.29% higher than in the 2023-2024 academic year ($\chi^2_{tinh} = 3.61 < \chi^2_{05} = 3.84$; $Sig = 0.058 > 0.05$); however, this difference is not statistically significant.

Criteria 4. For the 2024-2025 academic year, the satisfaction level regarding the variety of activities organized at the student dormitory is 11.5% higher than for the 2023-2024 academic year ($\chi^2_{tinh} = 2.68 < \chi^2_{05} = 3.84$; $Sig = 0.102 > 0.05$). However, this difference is not statistically significant.

The rate of self-practice among students in the 2024-2025 academic year is 3.1% higher than in the 2023-2024 academic year ($\chi^2_{tinh} = 0.24 < \chi^2_{05} = 3.84$; $Sig = 0.622 > 0.05$), although this difference is not statistically significant. Similarly, participation in group or class sports activities among students in the 2024-2025 academic year is 10.1% higher than in the 2023-2024 academic year ($\chi^2_{tinh} = 2.04 < \chi^2_{05} = 3.84$; $Sig = 0.153 > 0.05$), but this difference also lacks statistical significance. The training format at student sports clubs for the 2024-2025 academic year increased by 8.14% compared to the 2023-2024 academic year ($\chi^2_{tinh} = 2.56 < \chi^2_{05} = 3.84$; $Sig = 0.110 > 0.05$); however, this difference is not statistically significant. The team training format for the 2024-2025 academic year is 0.7% higher than that of the 2023-2024 academic year ($\chi^2_{tinh} = 0.06 < \chi^2_{05} = 3.84$; $Sig = 0.814 > 0.05$), and this difference is not statistically significant.

Criteria 5. The student sports teams for the 2024-2025 academic year are 9.14% larger than those for the 2023-2024 academic year ($\chi^2_{tinh} = 3.41 < \chi^2_{05} = 3.84$; $Sig = 0.065 > 0.05$); however, this difference is not statistically significant.

Criteria 6. The annual sports tournament in the dormitory for the 2024-2025 academic year is 14.21% higher than in the 2023-2024 academic year ($\chi^2_{tinh} = 4.19 > \chi^2_{05} = 3.84$; $Sig = 0.041 < 0.05$), and this difference is statistically significant.

Criterion 7. The dormitory facilities for the 2024-2025 academic year include two additional shuttlecock courts in comparison to the 2023-2024 academic year.

Criteria 8. Participation in extracurricular sports activities has the potential to enhance students' health and fitness during the 2024-2025 academic year by more than 1.4% relative to the 2023-2024 academic year ($\chi^2_{tinh} = 0.21 > \chi^2_{05} = 3.84$; $Sig = 0.050 = 0.05$); however, this difference is not statistically significant. The perception of extracurricular physical education may contribute to stress reduction and improved student morale in the 2024-2025 academic year by over 5.2% compared to the previous year ($\chi^2_{tinh} = 1.48 > \chi^2_{05} = 3.84$; $Sig > 0.224 > 0.05$), but this difference is also not statistically significant.

Furthermore, the perception of participating in extracurricular sports appears to foster increased bonding among students in the 2024-2025 academic year by more than 4.0% compared to 2023-2024 ($\chi^2_{tinh} = 0.75 > \chi^2_{05} = 3.84$; $Sig > 0.386 > 0.05$), yet this difference is not statistically significant.

The above analysis indicates that the newly developed format for organizing extracurricular sports training is more effective in the 2024-2025 academic year than in the 2023-2024 academic year, but the effectiveness is not high ($sig > 0.05$). The criteria for organizing sports tournaments and the number of students participating in extracurricular sports training exhibit statistically significant differences, suggesting that the effectiveness of the organizational format positively influences the increase in the number of dormitory students engaged in extracurricular sports training relative to the preceding academic year.

4. Conclusion

The study developed extracurricular sports training forms for students at Can Tho University dormitories, including three content areas: individual training for students, team training for students, and sports club training for students.

The application results show that the newly developed form for organizing extracurricular sports training is more effective in the 2024-2025 academic year than in the 2023-2024 academic year, but the effectiveness is not high ($sig > 0.05$). Specifically, the criterion of students in dormitories participating in the annual sports tournament in the dormitories in the 2024-2025 academic year is 14.21% higher than in the 2023-2024 academic year, and this difference is statistically significant ($sig < 0.05$).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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