



THE CURRENT STATE OF THE CONTENT, FORM, AND ORGANIZATION OF EXTRACURRICULAR PHYSICAL EDUCATION ACTIVITIES AT ELEMENTARY SCHOOLS IN BINH THANH DISTRICT, HO CHI MINH CITY, VIETNAM

Dinh Sang Giau,
Kieu Thi Thu Thuy,
Huynh Trong Khaiⁱ

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

Abstract:

Extracurricular physical education and sports activities are a vital component of school sports, contributing to increased opportunities for movement, physical fitness development, and the cultivation of physical activity habits among students. This article aims to assess the current state of the content, formats, and organization of extracurricular physical education and sports activities in primary schools in Binh Thanh District, Ho Chi Minh City, Vietnam. The study employs a cross-sectional design using a mixed-methods approach. The survey was conducted across 24 primary schools, involving 2,600 students (grades 1–5) and 110 administrators, physical education teachers, and coaches. Data were collected via questionnaires, semi-structured interviews, and direct observation, then analyzed using descriptive statistics, t-tests, and Chi-square tests (significance level $p < 0.05$). The results indicate that extracurricular sports activities were implemented in 24 out of the 30 schools (80.0%), covering 14 different sports. The most popular activities were basketball (75.0%), football (66.7%), swimming (62.5%), Vovinam (54.2%), Taekwondo, and aerobics (50.0%). Among the 2,600 surveyed students, 48.2% participated regularly. The most common form of participation was through sports clubs (61.8% for males; 56.9% for females); approximately 78% of participating students received direct instruction from teachers or coaches. Students trained an average of 3.32 ± 1.08 sessions per week (males) and 3.35 ± 1.04 sessions per week (females), with session durations primarily ranging from 61 to 90 minutes; there were no statistically significant differences between the genders regarding the number of sessions or training duration ($p > 0.05$). Conclusion: Extracurricular sports and physical activities in primary schools across Binh Thanh District have been implemented on a relatively broad and diverse scale, with club-based models and activities led by teachers or coaches playing a central role. However, the rate of regular student participation remains below 50%, and the

ⁱ Correspondence: khaith@upes.edu.vn

organizational formats lack diversity. Therefore, it is necessary to enhance accessibility, diversify organizational methods, and improve training facilities to encourage more frequent student participation.

Keywords: extracurricular sports; physical education; primary school; student participation; physical fitness; quality of education; Vietnam

1. Introduction

Physical activity plays a vital role in the holistic development of children, encompassing not only health, physical fitness, and motor skills but also cognitive, psychological, and social aspects. Regular physical activity contributes to improved cardiovascular health, motor competence, mental well-being, and academic performance, while fostering a positive lifestyle (UNESCO, 2015; WHO, 2020). According to the WHO (2020), children and adolescents aged 5–17 should engage in an average of at least 60 minutes of moderate-to-vigorous physical activity daily throughout the week. Meanwhile, UNESCO (2015) emphasizes that providing learners with opportunities to participate in diverse, appropriate, and equitable physical activities is a key component of Quality Physical Education (QPE).

In the school setting, physical education and sports activities are vital components of holistic education. The primary school years, in particular, serve as a foundational period for developing fundamental movement skills and physical attributes, as well as for establishing lifelong habits of physical activity (Nguyen Toan & Pham Danh Ton, 2018). Extracurricular sports activities complement the formal physical education curriculum, offering students additional opportunities to be active and select sports suited to their interests and abilities, while also fostering social skills such as cooperation, self-confidence, and initiative. Numerous studies indicate that participation in school-based physical activity and sports is positively associated with physical and mental health, motor competence, and various cognitive and academic outcomes among children and adolescents (Bailey, 2006; Trudeau & Shephard, 2008; Janssen & LeBlanc, 2010; Poitras *et al.*, 2016).

Research on after-school physical activity continues to affirm the potential of extracurricular sports and physical activities to increase opportunities for children to be physically active. Through a meta-analysis of after-school programs, Beets *et al.* (2009) demonstrated that such settings hold the potential to promote physical activity and improve the physical fitness of children and adolescents. Dobbins *et al.* (2013) also identified schools as critical environments for implementing programs designed to enhance physical activity. However, the effectiveness of extracurricular sports depends not merely on the provision of activities but also on factors such as content, training formats, organizational methods, frequency, duration, timing, location, and implementation conditions. From a quality management perspective, ISO 21001:2018

emphasizes a learner-centered approach, the fulfillment of learner needs, stakeholder engagement, evidence-based decision-making, and continuous improvement. Therefore, assessing the current state of organizational components serves as a vital basis for identifying the achievements and limitations of extracurricular sports activities within schools.

In Vietnam, physical education (PE) and school sports are receiving increasing attention within the educational policy framework. The 2018 General Education Curriculum designates PE as a compulsory subject aimed at fostering physical competence, health-care skills, and habits of physical activity among students (Ministry of Education and Training, 2018). Subsequent directives continue to encourage the promotion of physical activity and sports within schools (Ministry of Education and Training, 2022). Notably, Circular No. 48/2020/TT-BGDĐT stipulates that school sports activities should be organized in various forms tailored to the conditions, needs, interests, and characteristics of the students (Ministry of Education and Training, 2020). Thus, PE should not be confined to the formal curriculum but rather supplemented by diverse extracurricular sports activities that align with student characteristics and the practical conditions of each educational institution.

Several domestic studies have addressed this issue among primary school students. Nguyen Ngoc Viet (2011) examined changes in the physique and physical fitness of primary school students resulting from curricular and extracurricular physical education and sports activities; Mai Thi Thu Ha (2014) investigated the effectiveness of extracurricular aerobics training and competition for primary school students; and Dong Huong Lan (2020) surveyed the current state of extracurricular sports training among primary school students in Thanh Hoa province. These findings indicate that extracurricular sports activities play a significant role in physical education and students' physical development, while also highlighting the need for organization that aligns with local characteristics and conditions. However, practical implementation may still face challenges regarding facilities, professional staffing, financial resources, and management (Le Van Lam & Pham Xuan Thanh, 2019; Nguyen Van Ty, 2018).

While there has been considerable research on physical education and extracurricular sports, previous studies have primarily focused on isolated aspects—such as impacts on physical fitness, specific sports, participation rates, or organizational models. Further research is needed to systematically examine activity content, training formats, and organizational characteristics—including frequency, duration, timing, and location—within the specific context of primary schools. In Binh Thanh District, Ho Chi Minh City, schools have actively implemented extracurricular sports programs; however, there are variations regarding the sports offered, formats, and organizational conditions. Consequently, empirical evidence is required to assess implementation levels and identify areas for improvement, thereby enhancing student access and participation.

Based on the aforementioned issues, the study titled "Current Status of Content, Forms, and Organization of Extracurricular Sports Activities in Primary Schools in Binh

Thanh District, Ho Chi Minh City, Vietnam" was conducted to assess the current state of extracurricular sports activities—specifically their content, training formats, and organization—for primary school students in the area. The study aims to identify key characteristics, achievements, and limitations, thereby establishing a scientific basis for proposing directions to enhance the quality of extracurricular sports activities in primary schools.

2. Research Methodology

2.1 Research Design

This study employs a cross-sectional, mixed-methods design to assess the current state of extracurricular physical education and sports activities in primary schools within Binh Thanh District, Ho Chi Minh City, during the 2023–2024 academic year. Quantitative data are used to analyze participation levels, organizational characteristics, motivations for participation, and student physical fitness outcomes, while qualitative data are collected to clarify the practical implementation and management of these extracurricular activities.

The research framework is developed based on UNESCO's Quality Physical Education (QPE) (2015), the World Health Organization's guidelines on physical activity and sedentary behavior (WHO, 2020), and the principles of the educational quality management system under ISO 21001:2018.

2.2 Research Subject

The study was conducted at 24 public and non-public primary schools in Binh Thanh District, Ho Chi Minh City.

The survey subjects comprised 2,600 students in grades 1 through 5; of these, 1,254 students (48.2%) regularly participated in extracurricular sports activities, while 1,346 students (51.8%) did not. Additionally, the study surveyed 110 administrators, physical education teachers, and coaches directly responsible for these extracurricular sports activities.

The study sample was selected using a stratified sampling method to ensure representativeness across school types and grade levels. The study received approval from educational authorities and participating schools, and written consent was obtained from parents or guardians before conducting the survey.

2.3 Data Collection and Research Tools

Data were collected between September 2023 and May 2024 using methodological triangulation, involving questionnaires, semi-structured interviews, direct observation, and standardized physical fitness tests (Cohen *et al.*, 2018).

A structured questionnaire was used to assess students' participation levels, choice of sports, training frequency and duration, motivations, attitudes, satisfaction, and

perceived benefits regarding extracurricular sports activities. Before the main survey, the questionnaire underwent pilot testing to evaluate the instrument's clarity, suitability, and content validity.

Semi-structured interviews were conducted with administrators, physical education teachers, and coaches to gather information regarding organizational models, facilities, management practices, and implementation challenges. Direct observation was used to assess the conditions for organizing activities and the current state of facilities at the schools.

Students' physical fitness was assessed using standardized tests issued by the Ministry of Education and Training of Vietnam, comprising dominant-hand grip strength, sit-ups, standing long jump, 30-meter high-start sprint, shuttle run, and endurance run. The tests were administered following a standardized protocol by trained physical education teachers to ensure data consistency.

2.4 Data Analysis

Quantitative data were processed using IBM SPSS Statistics 26.0 software. Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to describe the study sample characteristics and survey variables. An independent-samples t-test was applied to continuous variables, while the Chi-square test was used to analyze categorical variables. Statistical significance was set at $p < 0.05$ (Field, 2018).

Qualitative data were analyzed using thematic analysis to identify themes related to management, implementation conditions, and barriers regarding extracurricular sports activities. Qualitative and quantitative results were integrated through data triangulation to enhance the reliability and comprehensiveness of the research conclusions (Creswell & Plano Clark, 2018).

3. Research Result

To assess the current state of the content, forms, and organization of extracurricular sports and physical activities at primary schools in Binh Thanh District, Ho Chi Minh City, Vietnam, the study addressed two aspects:

- The current state of the content of extracurricular sports and physical activities at primary schools in Binh Thanh District, Ho Chi Minh City, Vietnam.
- The current state of the forms and organization of extracurricular sports and physical activities at primary schools in Binh Thanh District, Ho Chi Minh City, Vietnam.

3.1 Current Status of Extracurricular Sports and Physical Activities in Primary Schools in Binh Thanh District, Ho Chi Minh City, Vietnam

Survey results indicate that extracurricular sports and physical activities were implemented in 24 out of 30 primary schools (80.0%) in Binh Thanh District during the

2023–2024 academic year, demonstrating that these activities have become a key component supporting the formal physical education curriculum.

Table 1: Extracurricular sports disciplines currently
active in Binh Thanh District for the 2023–2024 academic year

	Extracurricular sports	School		Male student (n=1368)		Female student (n=1232)		Total		Order
		(n=24)								
		Quantity	%	Quantity	%	Quantity	%	Quantity	%	
1	Traditional Vietnamese martial arts	6	25	18	1.3	12	1	30	1.2	9
2	Vovinam	13	54.2	75	5.5	67	5.4	142	5.5	4
3	Taekwondo	12	50	59	4.3	62	5	121	4.7	5
4	Karatedo	7	29.2	21	1.5	20	1.6	41	1.6	8
5	Basketball	18	75	145	10.6	127	10.3	272	10.5	1
6	Football	16	66.7	102	7.5	113	9.2	215	8.3	2
7	Aerobic	12	50	71	5.2	49	4	120	4.6	6
8	Chess	6	25	14	1	14	1.1	28	1.1	10
9	Chinese chess	5	20.8	10	0.7	11	0.9	21	0.8	11
10	Table tennis	4	16.7	8	0.6	5	0.4	13	0.5	12
11	Badminton	8	33.3	22	1.6	32	2.6	54	2.1	7
12	Swimming	15	62.5	96	7	94	7.6	190	7.3	3
13	Tug of war	3	12.5	3	0.2	5	0.4	8	0.3	14
14	Shuttlecock kicking	4	16.7	6	0.4	7	0.6	13	0.5	12
15	Not participating			729	53.3	617	50.1	1346	51.8	
16	Total			1368	100	1232	100	2600	100	

Survey results indicate that schools offer 14 extracurricular sports activities, with varying levels of implementation. The most commonly offered sports include basketball (75.0%), football (66.7%), swimming (62.5%), Vovinam (54.2%), Taekwondo (50.0%), and aerobics (50.0%). Among the 2,600 students surveyed, 1,254 (48.2%) regularly participate in extracurricular sports activities, while 1,346 (51.8%) do not.

The results indicate that schools have begun to diversify their activities to meet students' needs and interests. However, student participation rates remain low relative to the program's scope, reflecting a gap between the activities offered and actual student engagement. This shows that expanding the number of sports does not necessarily increase participation rates.

The study's findings align with UNESCO's (2015) perspective on Quality Physical Education, which identifies curricular diversity as a crucial factor in enhancing student participation opportunities. Furthermore, research by Bailey (2006) and Poitras *et al.* (2016) indicates that diverse school sports programs contribute to promoting physical activity and developing motor competence. However, the low participation rates observed in this study suggest that the effectiveness of extracurricular sports activities remains influenced by factors such as facilities, teaching staff, organizational funding,

and family support. Therefore, evaluating the quality of extracurricular sports activities requires considering not only the number of sports offered but also the level of student participation and accessibility.

3.2 Current Status and Organization of Extracurricular Physical Education and Sports Activities in Primary Schools in Binh Thanh District, Ho Chi Minh City, Vietnam

3.2.1 Regarding Training Methods (Table 2)

Table 2: Current status of extracurricular physical activity practices
among primary school students in Binh Thanh District, Ho Chi Minh City

Forms of participation in extracurricular sports and physical activities	Male student N=1368			Female student N=1232		
	Quantity	%	Order	Quantity	%	Order
Morning exercises	11	1.0%	4	16	1.4%	4
Mid-session exercises	9	0.9%	5	9	0.8%	5
Teams and groups	154	14.6%	3	175	14.8%	3
Sports club	653	61.8%	1	674	56.9%	1
Self-practice	461	43.7%	2	526	44.4%	2

Note: Based on the total of 2,600 students, including both those who participated in and those who did not participate in extracurricular sports activities organized by the school.

A survey of 2,600 primary school students in Binh Thanh District reveals that sports clubs are the most popular form of participation (61.8% for boys, 56.9% for girls), reflecting a preference for organized, supervised, and team-based activities.

Self-directed practice ranked second (43.7% for males, 44.4% for females), indicating that while students have begun to form exercise habits, these activities remain spontaneous and lack professional guidance. Meanwhile, participation rates in organized teams or squads were low (approximately 14.6%–14.8%), consistent with the nature of extracurricular sports in primary schools, which primarily focus on mass participation. Notably, participation in collective activities such as morning and mid-session exercises was very low (0.8%–1.4%), reflecting a lack of regularity or insufficient appeal in how these activities are organized.

Overall, students primarily participate in extracurricular sports through a club-based model, with similar participation rates between male and female students. However, the organizational structure remains unbalanced, particularly regarding the underutilization of group activities, necessitating a diversification of organizational formats and strengthened management and guidance to enhance the quality and sustainability of these activities.

3.2.2 Regarding the Organization of Extracurricular Sports Activities (Table 3)

Table 3: Current status of the organization of extracurricular sports activities in primary schools in Binh Thanh District, Ho Chi Minh City

Forms of organizing extracurricular sports and physical activities at the school	Male student N=639			Female student N=615		
	Quantity	%	Order	Quantity	%	Order
Students practice on their own with friends.	130	20.3%	2	129	21.0%	2
Students practice at home with parental permission	95	14.9%	3	87	14.1%	3
Training with occasional guidance from instructors and coaches	60	9.4%	4	68	11.1%	4
Training under the guidance of instructors and coaches	498	77.9%	1	482	78.4%	1
Fully personalized one-on-one training with instructors and coaches	41	6.4%	5	36	5.9%	5

Note: The statistics below are based solely on the 1,254 students who participated in extracurricular sports activities organized by the school.

A survey of 1,254 students in Binh Thanh District reveals that training sessions led directly by teachers or coaches account for the highest proportion (77.9% for males; 78.4% for females), reflecting a strong demand for organized, professionally guided activities. Practicing independently with friends ranked second (approximately 20% for both genders), highlighting the role of social interaction despite limitations regarding technical supervision. Students practicing at home with parental permission or training with occasional guidance from instructors and coaches accounted for a smaller share (roughly 9%–15%), while one-on-one coaching was the least common (5.9%–6.4%) due to resource and cost constraints.

Overall, students tend to prefer training sessions with direct instruction, underscoring the pivotal role of professional staff. However, the organizational structure lacks diversity; therefore, appropriate management and organizational solutions are needed to enhance the effectiveness and quality of extracurricular sports activities.

3.2.3 Regarding the Number of Training Sessions (Table 4)

Table 4: Current status of extracurricular physical education and sports sessions for primary school students in Binh Thanh District, Ho Chi Minh City

Intension	Male student N=639		Female student N=615		Compare	
	Mean	Standard Deviation	Mean	Standard Deviation	t-student	Sig.
Number of extracurricular physical education training sessions	3.32	1.08	3.35	1.04	-0.479	0.632

Survey results from 1,254 primary school students in Binh Thanh District (Table 4) indicate that the average frequency of extracurricular physical activity was

approximately 3.32 sessions per week for boys (SD = 1.08) and 3.35 sessions per week for girls (SD = 1.04). The difference between the two groups was not statistically significant ($t = -0.479$; $p = 0.632 > 0.05$), demonstrating a relatively uniform level of participation between boys and girls.

Based on scientific recommendations (WHO, 2020; U.S. Department of Health and Human Services, 2018), a frequency of around three sessions per week is appropriate, contributing to the development of physical fitness and the establishment of active habits among students. This suggests that extracurricular physical activities in schools essentially meet the training frequency requirements.

However, a standard deviation of approximately 1.0 indicates that individual differences persist. Therefore, it is necessary to maintain a reasonable frequency while enhancing the quality of organization and training content to improve effectiveness and ensure consistency in participation.

3.2.4 Regarding Training Duration (Table 5)

Table 5: Current status of extracurricular physical activity time among primary school students in Binh Thanh District

Intension	Male student N=639		Female student N=615		Compare	
	Mean	Standard Deviation	Mean	Standard Deviation	t-student	Sig.
Extracurricular physical education training time	3.20	0.790	3.22	0.794	-0.643	0.520

A survey of 1,254 primary school students in Binh Thanh District (Table 5) indicates that the duration of extracurricular physical activity sessions primarily ranges from 61 to 90 minutes, with comparable mean values for boys (Mean = 3.20; SD = 0.790) and girls (Mean = 3.22; SD = 0.794). The difference was not statistically significant ($t = -0.643$; $p = 0.520 > 0.05$), reflecting consistency between the two groups.

Based on scientific recommendations (WHO and international studies), a duration exceeding 60 minutes per session is considered appropriate, contributing to the development of physical fitness and motor skills. These results demonstrate that extracurricular physical activities essentially meet the requirements regarding exercise duration.

However, the standard deviation (~0.79) indicates that individual differences persist. Therefore, it is necessary to flexibly adjust the session structure and appropriately allocate content to enhance effectiveness and ensure safety.

Overall, the training duration is considered reasonable, providing a foundation for maintaining and improving the quality of extracurricular sports activities within the school.

3.2.5 Regarding the Current State of Training Organization Methods (Table 6)

Table 6: Current status of the organization of extracurricular physical education and sports activities for primary school students in Binh Thanh District, Ho Chi Minh City

Intension		Male student N=1368			Female student N=1232		
		Quantity	%	Order	Quantity	%	Order
Forms of participation in extracurricular sports and physical activities	Morning exercises	11	1.00	4	16	1.40	4
	Mid-session exercises	9	0.90	5	9	0.80	5
	Teams and groups	154	14.60	3	175	14.80	3
	Sports club	653	61.80	1	674	56.90	1
	Self-practice	461	43.70	2	526	44.40	2
Forms of organizing extracurricular sports and physical activities at the school	Students practice on their own with friends.	130	20.30	2	129	21.00	2
	Students practice at home with parental permission	95	14.90	3	87	14.10	3
	Training with occasional guidance from instructors and coaches	60	9.40	4	68	11.10	4
	Training under the guidance of instructors and coaches	498	77.90	1	482	78.40	1
	Fully personalized one-on-one training with instructors and coaches	41	6.40	5	36	5.90	5

Extracurricular physical education and sports activities are primarily organized through sports clubs, which boast the highest participation rates among both male (61.8%) and female (56.9%) students; these are followed by independent practice (43.7% and 44.4%) and participation in school teams or squads (14.6% and 14.8%). During training, approximately 78% of students receive direct instruction from teachers or coaches, whereas activities such as morning exercises, mid-session exercises, or individual workouts account for very low participation rates. The results indicate that the club model plays a leading role in the organization of extracurricular physical education and sports activities in primary schools.

3.2.6 Regarding the Current Status of the Duration and Frequency of Extracurricular Sports Training Sessions (Table 7)

Table 7: Current status of duration and frequency of extracurricular physical education and sports sessions for primary school students in Binh Thanh District

Intension	Male student N=639		Female student N=615		Compare	
	Mean	Standard Deviation	Mean	Standard Deviation	t-student	Sig.
Number of extracurricular sports training sessions	3.32	1.08	3.35	1.04	-0.479	0.632
Extracurricular sports training schedule	3.2	0.79	3.22	0.794	-0.643	0.52

Regarding training intensity, students participated in an average of 3.32 ± 1.08 sessions per week (males) and 3.35 ± 1.04 sessions per week (females), with session durations primarily ranging from 61 to 90 minutes. There were no statistically significant differences between males and females regarding the number of sessions ($p = 0.632$) or training duration ($p = 0.520$). While this level of training contributes to meeting the WHO (2020) physical activity recommendations, it still needs to be complemented by formal physical education and daily physical activities to ensure the recommended volume of physical activity is achieved.

Overall, the results indicate that extracurricular sports and physical activities have been organized in a relatively diverse manner, with the club model being the most common format. However, the rate of regular student participation remains low relative to the program's scope of implementation, suggesting a need to further expand access and enhance the appeal of these activities to boost student participation.

3.2.7 Regarding Forms of Extracurricular Physical Exercise and Sports (Table 8)

Table 8: Current status of extracurricular physical training for students in primary schools in Binh Thanh District, Ho Chi Minh City

Forms of participation in extracurricular sports and physical activities	Male student N=1368			Female student N=1232		
	Quantity	%	Order	Quantity	%	Order
Morning exercises	11	1.0%	4	16	1.4%	4
Mid-session exercises	9	0.9%	5	9	0.8%	5
Teams and groups	154	14.6%	3	175	14.8%	3
Sports club	653	61.8%	1	674	56.9%	1
Self-practice	461	43.7%	2	526	44.4%	2

Note: Based on the total of 2,600 students, including both those who participated in and those who did not participate in extracurricular sports activities organized by the school.

A survey of 2,600 primary school students in Binh Thanh District reveals that the most common form of engagement is participation in sports clubs (61.8% for boys; 56.9% for girls), indicating a preference for organized, supervised activities.

Independent practice ranks second (43.7% for boys; 44.4% for girls), suggesting that while students are motivated to exercise, they lack professional guidance. Meanwhile, participation in competitive teams remains low (approximately 14.6%–14.8%), and engagement in activities such as morning and mid-session exercises is minimal (below 1.5%), reflecting the ineffectiveness of organizing regular physical activity.

Overall, student participation primarily follows a club-based model with a gender balance, yet the organizational formats lack diversity. Therefore, it is necessary to diversify organizational structures, increase daily physical activity, and enhance the management of extracurricular sports and physical education.

3.2.8 Regarding the Timing of Extracurricular Sports and Physical Exercise (Table 9)

Table 3.14: Current status of extracurricular physical activity
scheduling among primary school students in Binh Thanh District

Time for extracurricular physical education training	Male student N=639			Female student N=615		
	Quantity	%	Order	Quantity	%	Order
Morning	22	3.4%	4	15	2.4%	4
During the lunch break	6	0.9%	5	9	1.5%	5
After regular school hours	334	52.3%	1	315	51.2%	1
Evening	212	33.2%	2	217	35.3%	2
Spare time	89	13.9%	3	79	12.8%	3

A survey of 1,254 primary school students in Binh Thanh District reveals that the most common time for extracurricular physical activities is after regular school hours (52.3% for boys; 51.2% for girls), reflecting alignment with students' academic schedules and time management capabilities.

Evenings rank second (33.2% for boys; 35.3% for girls), indicating that a segment of students continues to exercise outside of school. Sessions during free time account for a smaller proportion (approximately 13%), reflecting flexibility but a lack of consistency. Meanwhile, participation during the morning and the midday break is very low (under 4%), suggesting these times have not been effectively utilized.

Based on the ISO 21001 approach, these results indicate that organizing after-school activities is appropriate and should be prioritized to boost participation rates. However, short intervals during the school day also offer potential that should be leveraged through frequent, light physical activities.

Overall, the timing of training sessions is a critical factor in quality management, requiring schools to adopt flexible and diverse scheduling to enhance effectiveness and expand student participation. The results are presented in Table 9.

3.2.9 Regarding Locations for Extracurricular Sports and Physical Activities (Table 10)

Table 10: Current status of extracurricular sports training venues for primary school students in Binh Thanh District, Ho Chi Minh City

Extracurricular sports training location	Male student N=639			Female student N=615		
	Quantity	%	Order	Quantity	%	Order
At home	41	6.4%	4	34	5.5%	5
Park	173	27.1%	3	144	23.4%	3
Sports and Physical Training Center	215	33.7%	1	222	36.1%	1
At school	182	28.5%	2	172	28.0%	2
Optional training location	38	6.0%	5	48	7.8%	4

A survey of 1,254 primary school students in Binh Thanh District (Table 10) indicates a preference for extracurricular sports activities outside the school environment. Specifically, sports centers were the most popular choice (33.7% for boys; 36.1% for girls), followed by school facilities (approximately 28%) and public parks (21%–23%), while home or other locations were the least common choices (under 8%).

Statistical analysis revealed no significant difference between the genders (Sig > 0.05), reflecting similar trends in location preferences.

In practice, students prefer spaces with superior facilities and training conditions, indicating that the school's own sports environment lacks sufficient appeal. Viewed through the lens of the ISO 21001 standard, this reflects limitations regarding resources and the organizational environment within the school.

Overall, while extracurricular sports activities have been implemented, their effectiveness within the school remains limited. Therefore, it is necessary to increase investment in facilities, improve training spaces, and strengthen collaboration with sports centers to enhance management efficiency and the quality of activities.

4. Conclusion

Extracurricular sports and physical education activities have been implemented in 24 out of 30 primary schools (80.0%) in Binh Thanh District, featuring 14 different sports—most notably basketball, soccer, swimming, Vovinam, Taekwondo, and aerobics. However, among the 2,600 students surveyed, only 48.2% participated regularly; this indicates that while the range of activities is relatively diverse, their ability to attract and expand student participation remains limited.

Extracurricular sports and physical activities are primarily organized through a sports club model (involving 61.8% of males and 56.9% of females), with the majority of participants (approximately 78%) receiving direct instruction from teachers or coaches. Students typically train about 3.3 sessions per week, with most sessions lasting between 61 and 90 minutes and taking place after regular school hours; training venues are mainly sports centers and school facilities. Overall, while the organizational framework is relatively well-established, the formats lack diversity, and opportunities for regular physical activity during the school day remain underutilized; further improvements to organizational conditions and accessibility are needed to attract greater student participation.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Dinh Sang Giau is a doctoral candidate at Ho Chi Minh City University of Physical Education and Sports, Vietnam.

Kieu Thi Thu Thuy is a lecturer at the Faculty of Graduate and International Education, Ho Chi Minh City University of Physical Education and Sports.

Huynh Trong Khai is a lecturer at the Faculty of Graduate and International Education, Ho Chi Minh City University of Physical Education and Sports.

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